930 - 1230 3.0

	15	Intro	Carla
(9:45) 15	30	UpDown	Saralynn
(10:15) 30	5	Theory	Saralynn
(10:20) 1.30	40	First Thoughts	Carla
(11:00) 2.00	30	Internalize Opp.	Sara
(11:30) 2.10	10	Pride	Carla
(11:40) 2.50	40	Caucus	Saralynn & Carla
(12:20)	10	Closing	~~CARLA~~

Highlyt, Appreciation
How I will use . . .

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Please rate the following on a scale from 1 to 5
(1=poor, 2=below average, 3=average, 4=good, 5=excellent).

1. Overall satisfaction with workshop 1 2 3 4 5

2. Overall performance of facilitators 1 2 3 4 5

3. The most meaningful activity of the day was: (circle one)

a) Up/Downs b) First Thoughts c) Internalized Oppression/Pride

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4. Please share a specific highlight or learning for you.

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5. Would you like to attend a Train-the-Trainer workshop to learn how to lead this model?

Yes _____ No _____

6. Additional Comments:

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PREJUDICE REDUCTION WORKSHOP MODEL TRAINER'S NOTES

National Coalition
NCBI
Building Institute
INTERNATIONAL

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The National Coalition Building Institute's Prejudice Reduction Workshop Model: Trainer's Notes has been written to assist those who have been instructed in the methodology of the National Coalition Building Institute. The Trainer's Notes do not stand on their own merit; they are to supplement the extensive training and coaching of the National Coalition Building Institute staff.

The Trainer's Notes may, however, assist those who have been trained to lead the Prejudice Reduction Model in a number of ways: clarifying the different parts of the workshop, offering a model schedule, and providing an explanation of each exercise along with examples and tips for leading.

A rigid adherence to the Trainer's Notes would undermine the most important aspect of leading the Prejudice Reduction Workshop Model. Each leader must bring to the workshop a personal creative and dynamic intelligence that only he/ she can supply.

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PREPARATION FOR THE WORKSHOP

TIP:

You may want to have the word "welcome" written on an easel and the objectives of the workshop written out before the participants arrive.

Materials:

- Name tags with person's first name written large enough to be easily read from the front of the room.
- Two (2) flip charts/easels with newsprint.
- Several dark magic markers.

TIP:

Arrive early enough to check the room set-up – the proper arrangement of the chairs is crucial.

- Set out just enough chairs for the participants.
- Avoid having participants sit behind tables.
- Be brave -- encourage folks to sit in the front rows.

Room Set-Up:

- Arrange movable chairs in semi-circles directed toward the front.
- Place a sturdy table up front for the co-leaders to sit on (if they choose to do so).
- Create a welcoming environment (with flowers, etc.).

INTRODUCTIONS

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MORNING SESSION 9:10 A.M. — 9:30 A.M. (20 Minutes)

Getting Started:

Introduce yourself and welcome the participants to the workshop and set an upbeat tone (i.e., you are glad to be leading the workshop).

If this is a mandatory training, acknowledge this by saying, for example: "I know that some of you have been looking forward to being here. I know that others of you would rather be doing your worst bureaucratic task than attending this session. We're still glad that all of you are here. We invite you to use the day to learn about yourself and each other."

Offer an overview of the workshop, including the following five skills to be learned:

1. **Identifying the information and misinformation we learned about other groups;**
2. **Identifying and expressing pride in the group(s) to which we belong;**
3. **Learning how groups, other than our own, experience mistreatment;**
4. **Learning the personal impact of specific incidents of discrimination; and**
5. **Learning how to interrupt prejudicial jokes, remarks, and slurs.**

Invite the participants to introduce themselves (name and workplace). Go around the room and have each person stand for their introduction — speaking loud enough to be easily heard. If there are less than fifteen participants, ask them to also share... "something they may want others to know about them that they might otherwise not know" or "the work that has their heart".

NAME
Rep
Don't Know

WORKSHOP WORKING AGREEMENTS

LOOK (Statements to Workshop Participants):

Pairs

"In order to make the workshop go well, there are a number of agreements that we would like to make at the beginning. Throughout the day we will be asking people to pair up and share things with one other person. When we come back to the whole group, we would like to ask each of you to share only for yourself and not for your partner. Let your partner decide what they want to share with the group. We want to make sure that no one is sharing anything that they have not actively chosen to share with the whole group. Can I get a show of hands of those willing to make this commitment?"

Confidentiality

"We encourage you to share anything that you learn today at the workshop. However, we ask that you not repeat personal things that individuals may share with their names attached to them. May I have a showing of hands as a commitment to honoring confidentiality throughout the day?"

UP/DOWN

National Coalition NCBI Building Institute

9:30 A.M. — 10:00 A.M. (30 Minutes)

Introduce the UP/DOWN segment by saying:

"The next part of the workshop will give us a chance to learn about the many similarities and differences among us. We call it up/down, because you will be asked to stand up and sit down a lot. I am going to mention a number of groups. When you are a member of a group, please stand. For anyone who is physically challenged and cannot stand, please put up your hand to let us know that you are part of that group. When groups other than your own stand, those who are seated should applaud, wave, cheer them on in a welcoming manner."

(Be mindful of participants with other kinds of physical challenges. For a visually impaired participant, remember to call out the number of people standing after each up/down).

In up/downs — move from easier, less threatening categories to more difficult, self-revealing ones.

EXAMPLES:

- **Family Order**
  i.e., " Who was an only child? Who was the middle child? Who was adopted? Who was the youngest in your family? Who was the oldest child? Twins?"

  Place of Birth
  For a predominantly U.S. group, start with those who were born outside the United States — ask how many participants were born, raised or spent a significant amount of time outside the U.S.? Ask those standing to share what country. Then follow with geographic regions of the U.S., such as East Coast, Northeast, Atlantic, South, Midwest, West Coast, Southwest, Workshop State, Workshop City.

- **Ethnic/Cultural Groups**
  e.g., Italian, German, Russian, etc. Be sure always to include the following groups, even if it appears to you that no one from that group is present: Black/African or African-American, Native American, Asian or Asian-American, Latino/Latina or Hispanic. (Ask if participants know which nation or ethnic culture is a part of their heritage.)

REMEMBER TO ASK:

"Which group did I leave out?"

UP/DOWN (Continued)

REMEMBER TO ASK:

"Which groups did I leave out?"

Religion

"For whom was religion important in your home growing up? For whom was religion not that important? Those of you who were raised (or your parents think you were raised) Roman Catholic, Protestant, Jewish, Orthodox, Buddhist, Moslem, Hindu?"

Class/Economic Background

"Those who were raised with less than enough, enough, or more than enough material resources in your home growing up?"

Age (usually a few groans of laughter)

"This is a group where we each have and will experience a lot of mistreatment. If you are young (or look young) you are targeted as naïve or inexperienced – that's called adultism. If you are older (or look older) you are targeted as no longer useful and in the way; that's called ageism. I'm going to do age in ten year increments and I'm going to ask each person to stand proudly for the age that you are."

disabilities

Gender

"This category often gets the most enthusiastic applause. Will all of the women stand. Now will all of the men stand. It seems we are really looking for opportunities to show each other how much we care about each other across the gender divide."

Additional Categories

"How many were a minority in your neighborhood growing up? A minority in your school? How many straightened or processed your hair to fit in? How many had a friend growing up that crossed a boundary (race, class, religious, ethnic, etc. boundary)? How many are currently in an intimate relationship that crosses race, religious lines or other societal divisions?"

Fun Questions

Use your imagination. You may want to intersperse these questions among the others (e.g., "How many are vegetarians? How many are meat-and-potato eaters?")

Sexual Orientation

It is important to start this part by saying:

"There are some groups which we belong to that we cannot escape being identified as being a member of that group. For example, few would mistake that I am (female/male) or that I am (African-American/White, etc.).

There are other groups that are invisible. But nonetheless, there is a great deal of discrimination directed at those groups as well. One such group is gay, lesbians and bisexuals."

Say lightly: "Years ago, when we first began doing up-downs and included the category of gays and lesbians, people yelled at us — they said, 'how can you expect me to stand up in a group like this?' So, we didn't include them — and people yelled at us, saying, 'you let every other group stand and claim pride, but not my group.' "So, over the years we have devised a way to handle this which seems to work.

We start by asking one question first:

1. "How many people here have friends, family, people you care about who do identify as gay, lesbian, or bisexual?" (This allows people to see where the group is).

2. "It is possible to be completely proud of being a member of a group and to decide that it may not make sense to share publicly membership in that group. For those who do want to identify as being gay, lesbian or bisexual, I would like to give you the chance to stand and to proudly share that, knowing that even if you choose not to identify here, you can still be completely proud.

3. And for those who identify as gay, lesbian, bisexual in this room or any other group and decided not to be out, let's applaud."

TIP:

If no one or if only two people stand, you might want to add — "It is helpful to know that regardless of how many stood, the data is that at least ten percent of the population is gay or lesbian. It is important not to make assumptions about sexual orientation of those who are here."

UP/DOWN (Continued)

NOTE:
If the workshop is being done in a high school setting, we recommend asking question #1 only. There are usually very few resources for gay, lesbian, bi-sexual young people. We do not want young people to get targeted following the workshop for being out.

Disabilities
"How many have a visible or invisible disability or physical challenge?"

Private Identities
There are many issues that affect people's lives, such as Adult Children of Alcoholics, Single Parents and Divorce, for example.

"I will call out the broad category of private identities. And if you are a member of any kind of hidden group I will invite you to stand. By standing you will not be asked to reveal the group, unless you choose to do so."

After everyone stands, you can invite those who may want to do so to name the group. Be sure not to call on anyone or point at them, expecting a response.

TIP:
Invite the participants to turn to the person seated next to them and come up with one question they would like to know about the group. Then ask them their up/down questions.

Group's Choice
"What else would you like to know about each other that can be phrased in an up/down question?"

PAIRS

National Coalition NCBI Building Institute

10:00 A.M. — 10:10 A.M. (10 minutes)

- Ask participants to pair-up with someone whom they do not already know and to introduce themselves by sharing the groups to which they belong.

- Once participants are in pairs, model with your co-leader what you are asking the group to do. Introduce yourself again and the groups to which you belong.

EXAMPLE:

"My name is Susan Berg; I am female, White, German, heterosexual, working class, Lutheran."

- The time allotted to pair sharing is approximately 3 minutes.

- When you reconvene the group, it is helpful to ask, "For whom was it easy to share which groups you are a member of? For whom was that hard?" Ask for a showing of hands.

- For those for whom it was hard, you may want to invite them to say what was hard about it.

TIP:

After participants return from their pairs, it might be useful to say..."Some of us are members of groups that we are taught we are members of from day one, either by our families or by a prejudiced society (i.e., Black, female, Hispanic, etc.). Others of us come from groups that we take so much for granted that we don't even think of ourselves as being a member of that group, or how deeply influenced we are being a member of that group (i.e., American, White, male, etc.). Today will be a day for people to look at all the different groups to which we belong. Every group counts and every group is important when we think about welcoming diversity."

TIP:

It is important to include in your own introduction, if you should happen to be a member of such a group, a member of the "majority group" people tend to omit in thinking about themselves (e.g., White, American, heterosexual, male, upper middle class).

THEORY

10:10 A.M. — 10:20 A.M. (10 minutes)

A short theory presentation is usually helpful for most groups. It is, of course, your decision. These are the points to include:

1. Guilt is the glue that holds prejudice in place.

2. Every issue counts.

3. To shift attitudes...hear stories.

4. Skill training leads to empowerment.

5. End leadership oppression.

6. Teams are necessary for institutional change.

NOTE:
We recommend interspersing this theory throughout the workshop.

FIRST THOUGHTS

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10:20 A.M. — 11:00 A.M. (40 Minutes)

To introduce First Thoughts, say:

"The next part of the workshop will help us look at the various stereotypes we have learned and internalized about groups other than our own."

"Everything that we have heard about or been told about another group is internalized, forming a literal record inside us. Even when our thoughts and experiences refute these records, they still exist and influence our behavior."

"We are all born innocent. No one chooses to have these prejudicial ideas. But, we all have them about other groups. This is a chance to get them out into the open and to get rid of them."

Demonstration:

With your co-leader, explain that this is what you would like the group to do in pairs. Select a group that neither you nor your co-leader is a member of. Remind your group which groups you and your co-leader belong to, so that it is clear that the group you are going to work with is one to which neither of you belong.

"For example, Lauren is female and I am female; so we would not choose female. She is white. I am African-American. She is Jewish. I am Baptist — so we won't pick any of the groups that either one of us belongs to. We will pick a group that neither of us belongs to. We are going to look at our first thoughts to the term 'men'. We are going to say the word 'men' to each other several times, changing the tone of voice as we do so. I will say the word 'men' and Lauren will say the first uncensored thing that pops into her mind."

EXAMPLE:

"Men?"
"Tall."
"Men."
"Father."
"Men!"
"Scary"
"MEN"
"Hard."

"We then switch. My partner says 'men' and I will give my first thoughts".

TIP:

At this point it may be helpful to go to the flip chart and draw a circle with the word 'RECORD' inside.

TIP:

You and your partner should agree before the workshop which group you are going to use to demonstrate how to do first thoughts, so that there are no surprises. For the demonstration you want to select a safer group (i.e., do not select Blacks, Hispanics, Asians, Native Americans, Gays or Jews; you might consider, however, selecting male, female, Protestant, Catholic, English, French, etc.). The reason for demonstrating with a safer group is to keep the tone of the demonstration light so that participants can see that it is possible to actually do things out loud with each other.

TIP:

When you and your partner are saying your own first thoughts, it is important that you mention a few "negative" remarks. It is important to model that you are not afraid to show your own stereotypes.

FIRST THOUGHTS (Continued)

Ask each person to find a partner and select a group to which neither belongs.

Encourage the participants to select a group to which someone else in the room belongs. Also, encourage them to choose a term that may not be the safest to work with; after all, the day is about taking risks.

Encourage the participants to try using different terms for the group they have chosen to examine in order to see if they elicit different first thoughts (e.g., for Black, encourage them to also use the term African-American or Negro; for Native American, also use Indian; for Jewish, also use Jew; for Asian, also use Oriental, Korean, Japanese, Chinese, etc.).

Processing First Thoughts:

When the participants return from their pairs, first ask: "How many found yourself censoring, being surprised with what you came up with?

How many found yourself freezing — your mind went blank when your partner gave you a word?"

- Mention that there is often fear present, either about the group or about admitting to oneself or to one's partner that one may have stereotypes.

- Just before asking the group to share their first thoughts with each other before the whole group, have them open their arms wide and turn to their neighbor and say in an upbeat tone — "I love taking risks; I love making mistakes." Remind them that it is only when we are willing to take risks that our records about each other begin to lose their power over us. Have them repeat the process one more time, this time using the phrase: "I welcome you to take risks and make mistakes about me and my group(s)." Remind the group that for some of us the real risk is in letting folks get close enough to make mistakes about us.

Then ask: "Who would like to begin sharing what you came up with as your first thoughts?"

- After they have shared, check to see whether anyone else in the workshop did first thoughts to the same group, and ask what they are.

FIRST THOUGHTS (Continued)

- Next, see if there are participants in the workshop who are members of the group to which the first thoughts were just shared. Ask them, "What is it like to hear those first thoughts about your group?"
- Continue eliciting first thought responses in the same manner concerning other groups.

NOTE:

- **If participants only share generalities regarding first thoughts, such as, "I had some positive and negative thoughts," say in as light a tone as possible, "What were some of those thoughts?"**
- **If participants begin to defend their first thoughts or appear to feel guilty or uncomfortable, or if members of the group criticize one another for a first thought, remind the entire workshop that these are simply recordings, not what people believe, think or have experienced. You might want to write on the board or newsprint "We are more than our records." If there are groups that you want the workshop to address, and none of the participants mentioned those groups as ones they selected for first thoughts, you might say, "Oh, did anyone do their first thoughts to Black?" If no one has, you might say, "Oh, isn't that interesting" and then you can encourage everyone to go back into pairs: Blacks would pair with each other and do their first thoughts to White; non-Blacks would pair with each other and do their first thoughts to Black or African-American. You should process this piece as you did the first round of first thoughts. It would be easier and safer for the group if you first have the Blacks share what they came up with in regard to the term "White".**
- **If a participant begins to share his or her partner's first thoughts, this is a useful time to remind the entire group that each person should share only his or her own comments.**
- **First thoughts is an important part of the workshop, where people begin to feel safe enough to adequately share what they discovered in their pairs. You have 40 minutes for the whole first thoughts exercise, so give enough time to the processing piece.**

BREAK 11:00 A.M.

INTERNALIZED OPPRESSION

11:15 A.M. — 12:00 Noon (45 Minutes)

To introduce Internalized Oppression, say:

"Most people, when they think of prejudice reduction work, think of the stereotypes we have about other groups. But, one of the most painful results of discrimination is that we also end up internalizing many of these stereotypes and taking them out against members of our own group. We have found that diversity work goes better when we also learn about the painful internalized feelings within each group. We gain a greater appreciation and tolerance for the struggles within each group. In this next part of the workshop, we will look at the less-than-positive feelings we have about members of our own group. I will now demonstrate with my partner what I would now like you to do in pairs."

Demonstration:

"This time Phyllis will pick a group to which she belongs and point her finger at me and say, 'What I can't stand or what bugs me the most about you women [for example] is...'"

"I then would pick a group to which I belong and do the same, pointing my finger at Jerome. I want to look at Americans. What I can't stand about you Americans is ..."

Acknowledge that some people may not be used to pointing fingers, but encourage them to try it, just this once, because it does help in getting rid of the negative feelings.

Send participants into pairs, reminding them that they are to choose a group to which they personally belong. It does not matter whether the partner is a member of the group or not. You may want to circulate among the pairs, encouraging the participants to point fingers.

Processing Internalized Oppression

When the group returns from the pairs first ask: "How many of you found this harder than First Thoughts?" Usually there will be a mixture in the room. It is helpful to note that some people find it very easy to talk about the things they cannot

stand about their own group. Others are taught you never air negative feelings about your own group in public. Ask "Why was it harder?" "Why was it easier?"

Next ask: "What group did you pick and what were some of the things you can't stand about your own group?" After five or six people share their comments, ask the group, "What do all of the things people can't stand about their groups have in common?"

- Let group participants generate commonalities.

- Summarize the processing by saying:

"Many of the things we can't stand about our own groups are simply an internalization of what people from outside our groups have said about us. In truth, the things we hate about our own groups are the scars our groups carry from being mistreated. As we build greater unity, with our own groups, we can also build greater unity across group lines."

TIP:

You might have someone say that it is not a good idea to say the things we cannot stand about our own group within a mixed group, because it will reinforce the stereotypes. You might respond, "Those concerns are understandable but our experience is that exactly the opposite happens. When people get a chance to see the impact of internalizing stereotypes they gain an even greater appreciation of the struggles of each group. And they come away understanding how similar our struggles really are.

PRIDE

TIP:
If anyone is resistant to the word "pride", substitute "What you love about your own group."

To introduce Pride, say:

to the participants that you do not want to leave them having said only the negative things about their own group.

NOTE:
This is the only time you send them back to the same pair.

TIP:
Announce less time for the break than you schedule, count on the group being late.

Ask the participants to take the same group to which they just said, "What I can't stand about you..." and this time say, "What I am most proud of..."

Demonstration:

"Lauren and I will demonstrate."

Phyllis says, "What I love about women is their sensitivity and caring about children. What I am most proud about is their courage in handling work, home, and personal lives all at the same time."

I would say, "What I love about Americans is their commitment to individual rights. What I am most proud of about Americans is their pioneering spirit."

After participants return from the pairs, invite a number of people to share what they are most proud of about their own groups.

IT'S GREAT TO BE

National Coalition NCBI Building Institute

12:00 A.M. — 12:15 A.M. (15 Minutes)

To introduce It's Great to Be, say:

"First we have looked at stereotypes we have about other groups. Then, we looked at the internalized stereotypes we have about our own groups. Next, we are going to look at any of the places where we are less than fully proud of our own groups. We want to reach for a sense of complete pride in ourselves. When some people hear the word "pride", they think that it means that someone thinks he or she is better than someone else. That is actually chauvinism. Chauvinism is claiming that my group is better than yours to conceal my feelings of inferiority. Real pride welcomes diversity. I feel good about my group: so I can welcome you to feel good about your group."

Looking at the workshop, say:

"What groups are you a member of that you are not yet fully proud of? What are groups that you couldn't easily say it's great to be a member of that group? You might use your own groups as examples (e.g., "I don't always tell people that I am over thirty.") Have participants call out a sampling of the groups that they are less than fully proud of (e.g., White, male, Catholic, middle class, Black, lawyers, etc.).

Demonstration:

For the demonstration, you may want to choose a group that many people mistakenly think ought to feel ashamed (e.g., White, male, American, government workers, etc.). Invite the person to the front of the room. Say, "I'd like to ask you to leap in the air, say, 'it's great to be X (e.g., White and male).'"

Encourage the group to applaud enthusiastically.

TIP:

Make sure that you demonstrate for the person in the front. Leap in the air yourself and say the phrase you want them to repeat (e.g., "It's great to be German!").

Send all the participants into pairs. Keep reminding them to choose new partners. Ask them to stand. One person should leap into the air, saying, "It's great to be X" while the partner applauds. The partners then switch.

When they return from their pairs, ask them to call out the groups to which they leaped, saying "Its great to be..." Example: "So, what is it great to be? It is great to be..." "Italian." "Over sixty." "Woman."

IT'S GREAT TO BE (Continued)

Several Tips In Leading This Part Of The Workshop:

1. Before sending the group into pairs you may want to give them a number of options of groups to leap to: physical characteristics such as being short, tall, overweight; marital status, such as being divorced, single; professions, such as accountants, lawyers, state workers; ages, such as over forty or under twenty; ethnic groups, such as Black, Jewish, etc.; gender, etc.

2. If the person you are demonstrating with does not want to leap, encourage him/her to say, "It's great to be..." with as much gusto as possible. Let the person know that the more he/she can exaggerate the more he/she will be able to claim genuine pride later.

3. If the person you are demonstrating with is resistant and says that there is nothing that they are proud of concerning the group they have chosen, you have several options. Gently coach the person, saying "Is there one small thing you may be proud of?" Remind him/her that this is an opportunity to experiment. Also, point out that being ashamed of one's own group does nothing to end discrimination. For example, White people who are ashamed of being White are not especially helpful in ending racism. If the person continues to refuse, thank them for trying. Pushing anyone too hard is not useful. With a confident tone, turn to the group, send them into pairs, and encourage them to leap, saying "It's great to be..."

LUNCH 12:15 P.M.–1:15 P.M. (60 Minutes)

Ask participants to be ready to start again at 1:15 P.M. You may want to say, "The part of the workshop right after lunch involves personal sharing, so it is very important for you to be back on time." You should plan to resume the workshop at 1:15 P.M. whether people have returned or not.

CAUCUSES

National Coalition NCBI Building Institute

AFTERNOON SESSION 1:15 A.M. — 2:15 P.M. (60 Minutes)

Set-Up

Introduce Caucuses by saying:

"The next part of the workshop will give people a chance to learn about the many different ways people have experienced discrimination and to begin to learn how to stop this discrimination. Each of you will get a chance to think of one group to which you belong which has experienced some kind of discrimination. You will meet in a caucus of several other people from your same group and prepare a report to be given to the whole workshop that answers the question -

WHAT DO YOU NEVER AGAIN WANT PEOPLE TO SAY, THINK OR DO TOWARD YOUR GROUP?"

"We are going to make a list of the caucus groups that you would like. To generate the best list, please turn to the person next to you, and think of one or two groups that you would want for your own caucus. This should be a group to which you personally belong, either currently or sometime in your life; a group in which you have experienced some form of discrimination or you know that people have less than positive feelings about. It should also be a group that you think the workshop needs to hear from. Examples of possible caucuses could include: Blacks/African-Americans, Hispanics, Asians, Catholics, Men, Women, People with Disabilities, Gay/Lesbians, Overweight, Short, Teachers, Lawyers, Under Thirty, Over Sixty, Single, Divorced, Parents, etc."

After people return from their pairs, with the help of your co-leader, write on the flipchart a list of the proposed groups. Remind the participants that even though they may belong to more than one group, they can join only one caucus (i.e., "You can only put your body in one place at a time"). Announce to the workshop that two or more people are needed for a caucus to meet. Unless it is an unusually large workshop (more than 60) two people are sufficient for a caucus. Once you have the complete list, read it aloud to the workshop. Then ask for a showing of hands as members of the workshop vote to join a particular group. Groups that receive one or less votes are eliminated.

TIP:

It is helpful to write or have written the question "What do you never..." on the flipchart. The caucuses can then refer to it in preparing the reports.

CAUCUSES (Continued)

NOTE:
Because of the make-up of some groups and the issues surrounding a particular workshop, you may want to hear from some groups even if they are represented by only 1 participant. Pair any singles, but instruct them to prepare a separate report. This will insure that they won't have to stand alone while they are preparing their report. Mention that they will be "allies" to each other.

After the voting has taken place, check to make sure everyone is part of a caucus. Assign each caucus a meeting place in the room. Remind them of the question they are to answer, and that each caucus is to prepare a written report. Once the participants are settled in their caucus allow seven minutes for them to prepare the report.

Circulate and let the caucuses know when they have one minute left.

SOME HELPFUL TIPS ON LEADING THIS PART OF THE WORKSHOP:

1. If there are group reports that you think are important for the workshop and no one has proposed them, and there are at least two participants form that group present, you might say to the workshop while people are generating the list of possible caucuses, "Doesn't anyone want a Black [or women's, Hispanic, etc.] caucus? I think it may be an important issue for this group to hear." You never want to pressure the participants to join a caucus; however, your encouragement may make a difference. If you would like a particular caucus to take place, you might also privately ask members from that particular group during an earlier break to consider convening such a caucus. Let them know that you will be asking caucuses to meet shortly and suggest that they call one for that particular group.

2. When you are going through the voting process and a group receives only one vote, and you think the group is especially important for the workshop, you can say to the participants, "Is there someone who is a member of this group who is willing to join Hector so that this caucus can happen?" Or you can pair two single-person groups, but ask them to write out separate reports.

3. If there is only one vote for a particular group, you might also assist that person in thinking of how he/she can bring his/her concerns to another proposed caucus group. Examples: a single mother could add her concerns to the Women's Caucus, a Black male could add his concerns to the People of Color Caucus.

Preparing for Speak-Outs:

While the caucuses are meeting, you and your co-leader should begin discussing possible candidates for Speak-Outs. Think in terms of three or four Speak-Outs. You need to generate alternatives, because some of the people whom you ask may turn you down.

What you need to consider for the Speak-Outs:

1. What group issues do you want the whole workshop to learn about. For example, racism, sexism, gay/lesbian issues, anti-Semitism.

2. Are there members of that particular group who are participants?

3. From your observation of the participants, who would be the most likely to be able to share a personal story?

A list of some criteria:

- someone who is not excessively intellectual or hostile;

- someone who has spoken already in the group;

- someone who has shown the capacity to speak in an inclusive and upbeat manner.

4. One of the three or four persons invited to do a Speak-Out should be from a group that people would not ordinarily think about when they think about discrimination (e.g., White man; think of the White men in your workshop who are also members of other groups who have experienced discrimination, such as Jews, the Irish, Catholics, people raised poor, overweight people, etc.)

During the caucus reports you should be watching the people who come up front, either to confirm your preliminary decisions regarding candidates for Speak-Outs and/or to consider alternative candidates who are lively and who have a lot to say.

Reports

When people return from their caucuses, ask the entire caucus to come in front of the workshop when it is time for the caucus to give the report. The easiest way to choose the order of the reports is to start from the top of the list as it appears on the flipchart and read down.

Just before the first group comes up, it might be helpful to say to the group — "We want each group to feel welcome, so please bring them up with enthusiastic applause and hold any comments or laughter that would not model complete respect and appreciation."

Sometimes during the caucus reports some people may begin to laugh at the reporters from the very beginning, cracking a number of oppressive jokes. If this begins to happen, you need to decide if the amount of humor in the room is counterproductive to the purpose of the reports. If so, you might consider saying to the group, in as non-blaming a tone as possible, "There are some groups we seem to think it is all right to laugh about, but this is a time to listen with complete respect to all of the reports."

Helpful Things To Remember:

- Usually you don't need to stop the reporters from going overtime. If, however, a group seems to be going on excessively, you may need to quietly let them know that they have reached their time limit.

Summary

After all of the caucus reports have been given, ask the group, "What are the common themes you heard in all of the reports? What was something that touched you, or what was new information?"

If you have ten to fifteen minutes remaining, you may ask people to go into pairs for a few minutes to address what they learned from the caucus reports. Then, when you reconvene the group, the responses to the questions will be more thoughtful.

More Speak-Out Preparation

Choosing People For Speak-Outs:
If you have already made your decisions about the candidates for Speak-Outs, you may want to ask them while they are in pairs at the end of Caucus Reports. This way, if you get a rejection, you will have time with your co-leader to consider other candidates. Ask people to do Speak-Outs on specific issues (e.g., ask a woman to speak on sexism; ask a person of color to speak on racism, etc.)

Question For Speak-Out Candidates:
You approach the person privately. If he or she is talking with another person, gently interrupt them, saying, "Can I speak to you for just a moment?"

"In the next part of the workshop we are going to do a part of the workshop that we call Speak-Outs. It is a chance for a number of people to come up in front of the workshop to share a personal experience of discrimination. Would you like to share a specific incident where you have experienced mistreatment (because of racism, sexism, homophobia, or anti-Semitism, etc.) that is painful and one that you would be willing to share with the group today?"

NOTE:
If the person says, "No, I don't want to," say, "Thank you. That's just fine, you don't have to." If, however, the person says, "I can't think of anything." You can say, "Many of us have learned to discount the things that have happened to us. Would you like a minute now to think with me?" If the person agrees, you may ask, "Were there any ways you were hurt growing up? Being teased? Left out of things? Seen as second best?" If the person still draws a blank, say "Thank you, anyway."

If the participants want to have lunch with you, you can thoughtfully decline the invitation. It is your choice. The lunch time, however, is a good period for you and your co-leader to offer one another support and appreciation.

Remember always to say what is going well in the workshop and in your working together — however it may feel. You can then offer to each other thoughtful suggestions for improvement.

SPEAK-OUTS

(2:15 P.M. — 3:15 P.M. (60 Minutes)

(OPTIONAL)

Warm-Up To Speak-Outs: (Repeating Names Correctly)
This is usually a good way to start the afternoon before the Speak-Outs:

"Because of American difficulties with our languages, many people never have a chance to have their names said correctly." Ask the group, "Who has a name that people never say correctly?" Ask all those people to stand. Give each of them individually a chance to say his/her name properly and invite the entire workshop to repeat it.

Introducing The Speak-Outs

The Speak-Outs are the turning point of the workshop; so take the time to do your introductory remarks well. They will set the stage for the Speak-Outs.

SAMPLE:

> "We are about to do a part of the workshop that we call Speak-Outs. A little while ago I privately invited a number of people to come up in front of the workshop and share a personal experience of discrimination. They all had a chance to say no. So, it is completely their choice to come in front of the group now. Some of these stories may be emotional. We have all had different experiences growing up dealing with emotion. How many of you come from families in which emotions were expressed easily and often? [Ask for a show of hands.] How many of you come from families in which emotions were never expressed, in which it was never all right to express your feelings in public? [Again, ask for a show of hands.] How many of you come from families where there were gender differences — one parent expressed emotions; the other did not? [Hands.] We all have diverse responses to the public expression of emotions. One of the things we have learned from these workshops is that the sharing of these stories, because they are so personal, change people more than any other part of the workshop."

Leading The Speak-Out

Call up the first person for the Speak-Out, and offer him/her a hand. If the person says he/she would prefer not to hold your hand, that is fine.

Repeat the question you asked privately so that the entire group can hear.

SAMPLE:

> "I have asked William here to think of a personal time that he experienced racism, one that was painful and one that he is willing to share with us today."

Respectfully stand with the person, giving him or her your complete attention while he or she tells the story. When the person has completed the story, say to him/her, "Let's imagine that we can go back to that moment when [X happened], if you could say anything from your gut, knowing that person will never have to hear you, what would you have liked to have said at that moment?"

Offer your hands, folded together in front of you, saying, "Why don't you shake me while you are speaking out to [X]?"

Once the person is shaking you, and expressing indignation, three times is sufficient.

It is often helpful for you to repeat the bigoted statement that had been hurtful. This will help the person get to the angry words that he or she will want to say.

Some Tips On Leading This Part Of The Workshop:

- Do not interrupt the Speak-Out unless the person is about to tell the fifth incident or unless it seems that the stories will never end. You might then gently say, "Thank you, just because of time, we will need to stop there."

- If the person is being unduly reasonable and he/she cannot think of anything to say to the bigot in the story, you might offer the person a phrase. Examples: "How dare you treat me that way! Don't you ever say that to me again! I am just as good as you are! I won't let you talk to me that way!"

To conclude the Speak-Out ask the person if there is anything he/she needs to say to the group or to hear from the group so that he/she is completely proud of having shared the story.

If the person says, "I need to know that people will stand up against these kinds of incidents in the future." You might ask for a show of hands, asking, "How many of you will work to see that things like this will never happen again."

SPEAK-OUTS (Continued)

As the final part of the speakout, turn to the group with the speaker and ask the group for a show of hands of those willing to make an increased commitment to fight the oppression or mistreatment that the speaker spoke against. After the show of hands, thank the speaker and have him/her sit. Ask the group, "what came up for you personally having heard the speaker's story?" Allow time for a couple of people to share. Move on then to the next speakout.

Tips On Leading This Part Of The Workshop:

- A key responsibility as the workshop leader is to insure that the group does not pepper the speaker with questions and/or advice. Move in quickly if you notice this happening; remember, your first responsibility is to the person speaking.

- If you notice that a story from one of the speakers is particularly moving for the group, invite the workshop participants to turn to each other and share with a partner how the story personally touched them.

Contingency Plan:

(To be used in the extremely unusual situation when no one agrees to do a speak-out or when it appears that the circumstances surrounding confidentiality or other related concerns will not support the sharing of stories out loud in front of the whole group.)

- The introductory Speak-Out comments would still be appropriate. Simply leave out the part about your asking people privately to share stories in front of the group.

- Instead, ask everyone to break into small groups of four to share in their small groups a personal incident when they experienced discrimination, one that is painful and one that they are willing to share in their small groups. Give them fifteen minutes for small groups.

- Remind the workshop of the prior agreement that participants are to speak only for themselves. For those who choose, participants will relate the personal incidents of discrimination from their seats.

- You have until 3:15 P.M. on the schedule for the Speak-Outs. If it ends earlier, because you did not do any Speak-Outs in front of the group, simply give your group an earlier break and spend more time on role plays.

3:15 P.M. — 4:15 P.M. (60 Minutes)

Shifting Attitudes

Aim to do at least two role plays. Depending on the time, you may be able to do more. Be sure this part of the workshop is completed by 4:00 or 4:15 P.M.

Ask the participants to find a new partner and generate a specific list of the kinds of jokes, remarks, and slurs that they hear and would like to be more effective in shifting the attitude of the person making the remark. If this workshop is being held in a particular workplace or campus setting, encourage the participants to think of the specific comments they currently hear in the workplace or on campus.

Give the participants a few minutes in pairs, and when they return make a list of the comments on the flipchart up front with the help of your co-leader. Ask participants to take a quick, in-seat, stand-up stretch; tell them not to leave their seats. While the group is stretching, you and your co-leader decide which comments to use for the role plays.

Leader Demonstrates Role Play Skills:

The two workshop co-leaders demonstrate in a role play how shifting attitudes occur. The first two role plays demonstrate ineffective strategies and the third example demonstrates using NCBI skills.

SAMPLE

1st Time:

Leader 1 They're taking over the neighborhood.

Leader 2 It's a beautiful day, isn't it?

2nd Time:

Leader 1 They're taking over our neighborhood.

Leader 2 (Yelling) It's people who think like you that are ruining the neighborhood.

3rd Time:

Leader 1 They're taking over our neighborhood.

Leader 2 You sound really upset. What's been happening?

ROLE PLAYS (Continued)

Ask the person who listed the comment to come before the workshop. Ask the person to repeat the comment or joke. You do not want an elaborate story, just the phrase or comment. You, as the workshop leader, should repeat the bigoted comment to the person and ask the person to take your hands and shake you, saying what he/she would love to say to such bigots.

Criteria For Role Play Demonstrations:

1. Select issues that are relevant to a lot of the people.
2. Choose topics that may not have been addressed in Speak-Outs or Caucuses (e.g., gay/lesbian issues, class).
3. Pick different kinds of comments. If one is an ethnic joke, then you may want the other to be a racial slur.
4. Select the kind of comments that you and your co-leader feel confident in coaching effectively.

Tell your workshop participants:

"Most people when they hear oppressive jokes, comments or slurs, tend to respond in one of two ways: they either freeze, ignore the comments or say nothing; or they respond by saying, "Don't ever say that again! That offends me; we don't talk like that around here." In some way they put the person down. We are not here today to teach a cookbook response to oppressive comments. However, we do want to teach some ways of responding that are most likely to change the other person's attitude. When we hear oppressive comments, usually our "buttons" get pushed and we cannot figure out creative responses. So, I am going to first ask the person to say what they would have loved to have said to the bigot. I will coach them to air the feelings first and then to learn an effective response."

EXAMPLE:

The comment:
"I don't know why everyone can't speak English around here."

The workshop leader repeats the comment:
"I don't know why everyone can't speak English around here."

"Take my hands and shake them and say what you would have loved to have said. Not what was effective. Not what was thoughtful. What you wanted to say from your gut."

Repeat the comment as the person responds from their gut. The person might say something like:
"You jerk! Why in the world should everyone speak English! You jerk!"

Remind the workshop participants that these are gut responses and not a model of what is effective intervention. **Make the clear distinction between what are feelings and what are effective responses.** Getting the feelings out first will assist the person to think better and come up with an effective response.

Say to the workshop participants:

"Now we are going to look at what would be an effective response."

- Ask for a volunteer ally who would be willing to make the hurtful comment so that the person working on the intervention can practice an effective response. Make sure that you say to the group: "We would never assume that this person [the one playing the bigot role] would ever say such a comment.

Once the "ally" is up front, ask him/her to repeat the bigoted phrase or joke. Ask the person learning to intervene effectively to try making an effective response. Give them a minute or so to role play. You do not need to let it go on very long; one or two exchanges is sufficient.

Stop the role play.

Turn to your workshop participants and ask them what the person trying to intervene did well. Let four or five people give positive feedback. Make sure at this point that the comments are exclusively positive.

Then ask the group what could have been done even better. Take four or five suggestions for improvement.

ROLE PLAYS (Continued)

Teaching Points:

At some time during the suggestions for improvement, there are a number of theoretical points that you may want to teach:

1. Notice what increases defensiveness and what decreases defensiveness. Comments that increase defensiveness make it harder to shift attitudes. The tone of the intervention is important. Some tones increase defensiveness, others decrease it. An effective tone is one that is welcoming and non-judgmental.

2. You cannot have two "ouches" at the same moment. A person who is making a bigoted joke, remark or slur might be viewed as someone who is feeling bad about himself/herself, calling out for listening. If you also respond with strong feelings of your own, the other person is less likely to hear you, unless they have first been given attention and have been heard.

3. Many comments and jokes are simply the repetition of the records people have learned. You cannot reason with a record. Instead, you must give the record a chance to be aired.

4. Treat the other person with complete respect. Do not communicate in any way a sense of superiority, as though you would never make such a comment or joke. In the First Thoughts exercise, we learned that all of us carry prejudicial records about some group. We are not necessarily better than others simply because they express their prejudices openly.

Once a number of helpful suggestions have been offered by the group, you can encourage the intervenor to try one of the suggestions you thought was most effective. If the group did not come up with very helpful suggestions, you can coach the person yourself. Do the role play a second time. Stop after one or two exchanges.

HELPFUL TIPS:

1. **Many people seem to enjoy playing the role of ally and will continue in the role no matter what the intervenor tries. The first time the person role plays, this is not a problem. The second time, after the helpful suggestions have been given, remember to tell the "ally" making the bigoted comment to be willing to change, if the intervenor does something that is effective. Otherwise, your group will become hopeless and say, "See, nothing works."**

2. **Sometimes people from the group will say, "Well that's fine for this kind of comment, but what if someone said...". It is important not to be side-tracked. Tell the person "That is a good question, but we need to focus on this role play. If we have time, we may be able to look at that comment and role play it later."**

Coaching Strategies For Role Plays

The best coaching strategy is the fresh one that you came up with for each role play. Here are a number of suggestions to prompt your thinking:

1. Use pleasure and delight in the other person, even when he/she is making an oppressive joke. Example: "How many Poles does it take to screw in a light bulb?" Response: "I'm so glad you told me that joke. I have been trying to figure out why we think Polish people are stupid."

2. Find out the hurt motivating the comment. Example: "Why can't you just speak English here?" Response: "It must be hard not to understand what people are saying around you at work."

3. Join the person and do not make yourself superior. Example: "I know that person got the job because she is Black and female." Response: "I have been hearing a number of people saying that. I have been trying figure out why we seem to think that when a Black woman gets a job it must be because of affirmative action and not because she is the most qualified."

4. Listen and move closer to the person. Do not confuse listening with agreement. Listening thoroughly and carefully is often the only way that someone may become ready to change. Shutting someone up will not shift attitudes. Instead, you may be most effective by offering space to vent. Example: "I'm fed up paying taxes for lazy cheats on welfare!" Response: "Tell me more what you've noticed."

CLOSING

4:15 P.M. — 4:30 P.M. (15 Minutes)

Ask participants to find one last pair for the day:

1. to share a personal highlight from the day, something that touched them or something that they learned; and

2. to share a personal goal they intend to carry out to welcome diversity in their environment.

Give the participants five minutes in pairs and then bring them back in order to share together a sampling of highlights from the day.

[ALTERNATE CLOSINGS]

Alternative #1 20 Minutes (30-40 Participants)

If you have the time or if the participants do not appear exhausted, a closing circle with people standing and holding hands is often a good way to end. It will, however, take longer. Beginning with the person on your left, ask each person to say a highlight from the day (define highlight as something that touched them or something that they learned). Since you will have the last word, you will be able to end the workshop on a thoughtful, positive note.

Alternative #2 30-40 Minutes (35-40 Participants)

First, send participants into pairs to share a personal goal they intend to carry out to welcome diversity in their environment.

Second, gather the group into a closing circle with people standing and holding hands. Ask each person, starting with the person on your left to share their personal goal and their highlight from the day (define a highlight as something that touched them or something that they learned). Since you will have the last word, you will be able to end the workshop on a thoughtful, positive note.

CONGRATULATE YOURSELVES! ANOTHER SUCCESSFUL WORKSHOP HAS BEEN COMPLETED!

FOLLOW-UP

National Coalition NCBI Building Institute

Do take time either immediately following the workshop or at some time in the near future to meet with your co-leader for valuative feedback. The following questions are a guide:

1. What went well during the workshop?

2. What are you proud of in your leadership?

3. What are you proud of in your co-leader's leadership?

4. How would you like to improve the workshop for next time?

5. What are two or three things each of you can do to improve your own leadership? How will you help each other in accomplishing these things?

6. What did you like about working together as a team?

7. What could you do to improve working together as a team?

8. Are there any parts of the workshop where you may need outside consultation in order to lead better? Whom will you contact?

SPEAK-OUT STEPS

1. Person shares their story — a time they experienced racism, sexism, etc. — one that was painful and one they want to share with the group. Listen respectfully.

2. Person shakes your hands — saying the least polite, meanest thing they can say to the "bigot" (you repeat the hurtful phrases to assist the venting process).

3. Finish by asking the person if there is anything they need to say or hear from the group so they will feel completely pleased for having shared their story.

4. Ask for a show of hands – those who will make an increased commitment to remember the story and to fight racism, sexism, and anti-semitism, etc.

ROLE PLAY STEPS

1. Participants brainstorm in pairs examples of oppressive jokes, remarks, and slurs.

2. Make a list of these comments on newsprint.

3. Choose one of these comments to work with; bring the person (person "A") that volunteered the comment (joke, remark, slur) up front.

4. You initially assume the role of the "bigot" and repeat the oppressive comment several times. Person "A" shakes your hands, saying the least polite things to the "bigot".

5. Ask for a volunteer, an ally to play the role of the bigot (person "B"); bring that person up front.

6. Person "B" makes bigoted comments. Person "A" practices effective strategies to shift attitudes.

7. Ask for feedback from the group — "What did 'A' do that was effective? What could be improved?"

8. Teach about tone — what increases/decreases defensiveness, ouch/ouch.

9. Practice again.

NCBI POLICIES

1. It is essential that individuals leading the NCBI Prejudice Reduction Workshop model also participate actively in a NCBI city-based chapter. Honing your skills through practice sessions in your local chapter insures that the model is conducted in a way that meets NCBI's standard of excellence.

2. Always obtain permission from your local chapter/affiliate leader before conducting a workshop in your community. If you are located where there is not yet a NCBI chapter, please obtain clearance from the national NCBI office.

3. You have our permission to lead an NCBI workshop but not to train others to lead the NCBI workshop.

4. If you lead NCBI work outside your own community or organization, please notify and gain clearance from the NCBI national office.

5. It is NCBI's policy that our models should not be mixed or matched with other models.

6. When you conduct workshops using NCBI's models and you receive monetary compensation, a 10% royalty payment that is calculated on your net profit from the workshops is due to the NCBI national office quarterly (March 31st, June 30th, September 30th, December 31st).

NOTES

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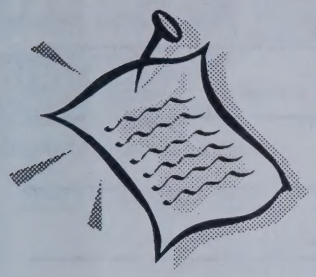

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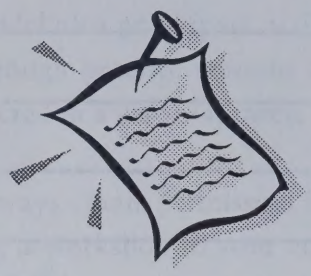

Janyetta Fraiser

Gloria Fraser

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msn

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OK

Cynthia East

crabb25@hotmail.com

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From : "MacEwen, Sally" <smacewen@agnesscott.edu>

To : 'J brown' <crabb25@hotmail.com>

Subject : RE: Assisting Opportunity to support Agnes Scott NCBI team

Date : Tue, 4 Sep 2001 11:12:39 -0400

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Stock Qu
More...

That would be great! I'll be here (404-471-6217) Rebecca 9:30 am. Maureen

Stephanie Phil Writing

Terry Sally Sherry

Carla Jan

Sheryl Shannon Cynthia

Sally MacEwen
Classical Languages and Literatures
Agnes Scott College
141 East College Avenue
Decatur GA 30030
404-471-6217
FAX 404-471-6369

Letter of recommendation

-----Original Message-----
From: J brown [mailto:crabb25@hotmail.com]
Sent: Tuesday, September 04, 2001 11:12 AM
To: smacewen@agnesscott.edu
Subject: RE: Assisting Opportunity to support Agnes Scott NCBI team

I am interested and I can arrange it. Can I call you in the morning about 9:30 a.m. to discuss the details?

Carla Rabb

pull in circle in front
Dinning hall building to the left
Latin Fayt Evon 4 rooms / groups
Down stairs
Lobby 30-50 each group

Carla! Rabb
"When I dare to be powerful- to use my strength in the service of my vision, then it becomes less and less important whether I am afraid"
---Audre Lorde
>From: "MacEwen, Sally"
>To: 'J brown'
>Subject: RE: Assisting Opportunity to support Agnes Scott NCBI team
>Date: Tue, 4 Sep 2001 10:36:56 -0400
>
>Our plan is 10 am to 3 pm., about all the time we can expect from students.
>If we do caucuses over lunch it saves time and helps with bonding. We
>usually leave out "pairs" but do everything else in a compressed schedule.
>If you could do it you could co-lead with me, as my co-leader is the one who
>had to drop out. We would also have student co-leaders. Lunch would
>definitely be "on us" but I still need to find out about honorarium - it
>would only be something like $50. I will let you know as soon as I know

9:30
10:00

skip it's great

12:00 -
1:00 - present causes
2:00 - Speakout + Role play
3:00

>It would be great to have you! - Sally
>
>
>Sally MacEwen
>Classical Languages and Literatures
>Agnes Scott College
>141 East College Avenue
>Decatur GA 30030
>404-471-6217
>FAX 404-471-6369
>
>-----Original Message-----
>From: J brown [mailto:crabb25@hotmail.com]
>Sent: Tuesday, September 04, 2001 9:43 AM
>To: smacewen@agnesscott.edu
>Subject: RE: Assisting Opportunity to support Agnes Scott NCBI team
>
>
>
>
>
>
>
>
>Good Morning Sally,
>
>I was ceritfied as a NCBI trainer in 1996. I have 13 years of training
>experience. I have co-facilitated about 12 NCBI workshops over the years.
>Most recently I worked as a Training Manager and currently I am the General
>Manager of a Employee Development program. I am working as a consultant
>with a non-profit doing teambuilding, diversity and change management work.
>I have co-facilitated with Cappy Harmon and JoAnne Demark in the NCBI model.
>
>
>What parts of the model will I be leading? Do you have a list of logistics
>including the hours and the outline?
>
>Thanks
>
>Carla Rabb
>
>
>
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>
>
>
>Carla! Rabb
>"When I dare to be powerful- to use my strength in the service of my vision,
>then it becomes less and less important whether I am afraid"
>---Audre Lorde
> >From: "MacEwen, Sally"
> >To: 'J brown'
> >Subject: RE: Assisting Opportunity to support Agnes Scott NCBI team
> >Date: Tue, 4 Sep 2001 09:11:51 -0400
> >
> >Carla - I have just had a cancellation in my leadership teams. Could you
> >let me know what your experience is? Meanwhile I will inquire about
> >honorarium for co-leaders. Thanks! - Sally

> >
> >
> >Sally MacEwen
> >Classical Languages and Literatures
> >Agnes Scott College
> >141 East College Avenue
> >Decatur GA 30030
> >404-471-6217
> >FAX 404-471-6369
> >
> >-----Original Message-----
> >From: J brown [mailto:crabb25@hotmail.com]
> >Sent: Sunday, September 02, 2001 9:56 AM
> >To: smacewen@agnesscott.edu
> >Subject: Assisting Opportunity to support Agnes Scott NCBI team
> >
> >
> >
> >Hello Sally
> >
> >I do have a meeting on Saturday, but I could make myself available. What
> >are the hours? Is there an honorarium involved with assisting? I can be
> >reached by voice at my office Tues. 404-848-8733. Would love to get
> >involved and help out. Let me know.
> >
> >Sincerely
> >
> >Carla
> >
> >
> >
> >
> >
> >
> >Carla! Rabb
> >"When I dare to be powerful- to use my strength in the service of my
>vision,
> >then it becomes less and less important whether I am afraid"
> >---Audre Lorde
> > >From: "MacEwen, Sally"
> > >To: 'J brown'
> > >Subject: RE: Opportunity to support Agnes Scott NCBI team
> > >Date: Fri, 31 Aug 2001 09:23:35 -0400
> > >
> > >Are you still available to help? I have team leaders but would still be
> > >interested in having extra assistants in case we have very large groups.
> > >Thanks. - Sally
> > >
> > >
> > >Sally MacEwen
> > >Classical Languages and Literatures
> > >Agnes Scott College
> > >141 East College Avenue
> > >Decatur GA 30030
> > >404-471-6217
> > >FAX 404-471-6369
> > >
> > >-----Original Message-----
> > >From: J brown [mailto:crabb25@hotmail.com]
> > >Sent: Sunday, July 22, 2001 10:39 PM
> > >To: smacewen@agnesscott.edu
> > >Subject: Re: Opportunity to support Agnes Scott NCBI team
> > >

> > >
> > >I don't know if you still need NCBI leaders, but I would be happy to
>help.
> > >If so I will formally introduce myself with a bio.
> > >Thanks
> > >Carla
> > >
> > >
> > >----- Original Message -----
> > >From: crabb@capmarkservices.com
> > >Sent: Friday, July 13, 2001 4:39 PM
> > >To: crabb25@hotmail.com
> > >Subject: Opportunity to support Agnes Scott NCBI team
> > >
> > >
> > >
> > >
> > >---------- Forwarded by Carla Rabb/US1/Lend Lease on
>07/13/2001
> >
> > >04:42 PM ----------
> > >
> > >
> > >NCBIAtl@aol.com on 07/13/2001 01:52:18 PM
> > >
> > >To: NCBIAtl@aol.com
> > >cc: agilliam@westga.edu (Annie Gilliam), trgoldcat@juno.com (Tom
> > >Goldcamp),
> > > tinagraf@mindspring.com (Tina Graf), tapdgg@langate.gsu.edu (Doug
> > > Greenwell), greer@dd.clayton.edu (Deborah Greer), csharve@emory.edu
> > > (Clorise Harvey), HERRPHD@aol.com, Delviahart@aol.com,
> > > micklethepickle@mindspring.com (M Goldstein), ChaosRanch@aol.com,
> > > KEHODARI@aol.com, wwholland@mindspring.com (Bill Holland),
> > > dahqdog@mindspring.com (David Hooker), mclcsh@emory.edu (Sylvester
> > > Hopewell), rnrhorne@peoplepc.com (Bob Horne),
> > >bryanhudson@worldnet.att.net
> > > (Bryan Hudson), mbali@bellsouth.net (K Jackson), jjanis@lovett.org
> > >(Joni
> > > Janis), sumi_jayaraman@hotmail.com (Sumi Jayaraman),
> > >ajohnson@aiuniv.edu
> > > (Allie Johnson), yourofficemanager@compuserve.com (June Johnson),
> > > larryljohnson@yahoo.com (Larry Johnson), mgk6@cdc.gov (Margaret
> > > Kaniewski), Bangkok85@aol.com, betsyk@cc.gatech.edu (Betsy Kidwell),
> > > skilling@mindspring.com (Pat Killingsworth), dklausner@mediaone.net
> > >(Debra
> > > Klausner), alknapp88@yahoo.com (Amy Knapp),
> > >mishelelesser@mindspring.com
> > > (Mishele Lesser), Shine29894@aol.com, ericakbar@usa.net (Akbar
> > >Manolson),
> > > dougthepooh@juno.com (Doug Marshall), jimmattingly@yahoo.com (Jim
> > > Mattingly), kmcleavy@lovett.org (Karen McCleavy),
> > >smacewen@agnesscott.edu
> > > (Sally McEwen), kmckee@emory.edu (Kathy McKee), vmckleroy@hotmail.com
> > >(Vel
> > > McKleroy), randalllmoore@yahoo.com (Randall Moore),
> > > landjnelson@mindspring.com (James Nelson), JMarcusP@aol.com,
> > > jeanpembleton@hotmail.com (Jean Pembleton), vpollar@emory.edu (Vivian
> > > Pollard), jpooler@usbnc.org (Jannat Pooler),
> > > david.prophitt@stucen.gatech.edu (David Prophitt),
> > > pumphrey.ruthie_a@atlanta.va.gov (Ruthie Pumphrey),
> > > black_majik@hotmail.com (Jeremiah Pyant), Carla Rabb/US1/Lend
> > >Lease@LLNA,
> > > janet.rauscher@woodruffcenter.org (Janet Rauscher),
> > > stephanie.ray@vpss.gatech.edu (Stephanie Ray), bethrene@mindspring.com

> > > (Beth Rene'), lroman@itsmarta.com (Luz Roman),
> > >lrubnstn@jfcs-atlanta.org
> > > (Leanne Rubenstein), ksadler@lovett.org (Keno Sadler),
> > >Schwale@aol.com,
> > > cshiel@emory.edu (Catherine Shiel), stdcms@langate.gsu.edu (Chavien
> > >Shy),
> > > duafe@hotmail.com (Tiffany Simpkins), ssmith_32@hotmail.com (Sharon
> > > Smith), shsmith@agnesscott.edu (Shuronda Smith), relths@emory.edu
> > >(Thee
> > > Smith), kspears@atlcf.org (Kevin Spears), JJJS@gate.net (Jodi and
> > >Julie in
> > > St. Simons), jody@bestforless.net (Jody Steinberg), vls3@hotmail.com
> > >(Vera
> > > Stenhouse), americare@hotmail.com (Ayinda Summers),
> > >elsuttle@ix.netcom.com
> > > (Earl Suttle), talbott@emory.edu (Martha Talbott),
> > > connier.taylor@dol.state.ga.us.} (Connie Taylor)
> > >
> > >Subject: Opportunity to support Agnes Scott NCBI team
> > >
> > >
> > >
> > >Please consider the following opportunity to support the Agnes Scott NCBI
>
> > >team. If you are available, please contact Sally McEwen directly. This is
>a
> >
> > >great way to sharpen your NCBI skills.
> > >Cappy
> > >*********
> > >Dear friends - I have just found out that Agnes Scott will put the entire
>
> > >first-year class through an NCBI workshop on Saturday, September 8!! It's
>
> > >pretty exciting and pretty scary!! We are going to divide them into four
> > >group of about 50 each, which means we need four experienced leaders. It
> > >would be wonderful if those of you associated with colleges and
> >universities
> > >in the area could spare the time to lead or support. We can even give
> > >leaders an honorarium. Ideally I would love to have an experienced person
>
> > >paired with one of our students leaders, some of whom are pretty
> >experienced
> > >themselves so you would not have to be training them at the same time. If
>
> > >not, we also need support and advice!
> > >
> > >Shuronda and I are meeting around noon on Tuesday July 17th to start
> > >planning for this and other things. If any of you feel inspired to join
>us,
> >
> > >please do! Let me know and I can give you exact time and place.
> > >
> > >Thanks so much - Love, Sally
> > >
> > >Sally MacEwen
> > >Classical Languages and Literatures
> > >Agnes Scott College
> > >141 East College Avenue
> > >Decatur GA 30030
> > >404-471-6217
> > >FAX 404-471-6369
> > >

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NCBIAtl@aol.com on 10/18/2001 03:37:11 PM

(15-20)

To: Carla Rabb/US1/Lend Lease@LLNA
cc:

Subject: Re: Junior League workshop

Carla,
the phone number I have for Julie Rainbow at Goal, Inc. is 404-633-9413.
Maybe I gave you the wrong number last time.

best,
Cappy

- att1.htm

Junior League of Metro Atl.

New Girls Outdoor Adment Leadership

3541 Northside parkway

Junior Leag HQ

Met one time in Sept

Mentor / Mentoree for girls try provide Scholar program

disparity / Classes

9:30

✓ NAME TAGS
✓ Flag Cart
✓

- Julie Rainbow.
- Kathy McCullan

NCBIAtl@aol.com on 10/12/2001 02:49:03 PM

To: Carla Rabb/US1/Lend Lease@LLNA, schesnu@emory.edu
cc:

Subject: Junior League Workshop

Carla and Saralyn,
the location of the October 20 workshop is the Junior League offices at 3154 Northside Parkway.

the contracting group is GOAL (Girls Outdoor Adventure Leadership) and your contact is Julie Rainbow at 404-475-0304 or jrainbow@toalonline.org
Julie just told me today that they hope to have a total of 25-30 women consisting of the Junior League mentors, their mentees and some of the mentees' mothers.

It would be great if you could take some brochures with you as well as an evaluation. I've attached a copy of an evaluation we often use. I know you're only getting through part of the model but getting written feedback helps us. We also get folks added to our database as well. Having the brochures will let these folks know this is not a program of GOAL, but a separate group.

let me know if you need anything else. I'm going to the Jewish Heritage retreat on Friday, October 19 so feel free to contact Julie directly after that.

xo Cappy

- att1.htm
- Final.doc

Leave
8 ~~45~~
Ponce De Leon
556 75
(MAnor)
DT Decatur on Pace
EAST LAKE
Look for
Lake Shore Drive
RT

NCBIAtl@aol.com on 10/12/2001 08:46:47 AM

To: Carla Rabb/US1/Lend Lease@LLNA
cc:

Subject: Re: Hey Carla

Carla,
I just found out yesterday that I completely confused Jody about the date and she is not available on Oct 20. Saralyn Chesnut is available and can partner with you. You can reach Saralyn at w-404-727-2136 or h-404-373-3510 or schesnu@emory.edu

I don't yet have the specific location but will get that to you asap.

thank,
Cappy

- att1.htm

National Coalition

NCBI

Building Institute

INTERNATIONAL

craig washington
cwash360@cs.com

NCBI - Emory
Unity Week
November 2001

NCBI

ALL FOR 1

1 FOR ALL

ATLANTA

Cappy Harmon

PREJUDICE REDUCTION WORKSHOP MODEL TRAINER'S NOTES

National Coalition
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Building Institute
INTERNATIONAL

1120 Connecticut Avenue,
N.W., Suite 450
Washington DC 20036
Tel: 202-785-9400
Fax: 202-785-3385
E-mail: ncbiinc@aol.com
Website: www.ncbi.org

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Anyone who leads this model and receives financial remuneration needs to send 10% of fees received to the NCBI International Office. If there is a local chapter in your area, you must contact them and discuss fees as well.

The National Coalition Building Institute's Prejudice Reduction Workshop Model: Trainer's Notes has been written to assist those who have been instructed in the methodology of the National Coalition Building Institute. The Trainer's Notes do not stand on their own merit; they are to supplement the extensive training and coaching of the National Coalition Building Institute staff.

The Trainer's Notes may, however, assist those who have been trained to lead the Prejudice Reduction Model in a number of ways: clarifying the different parts of the workshop, offering a model schedule, and providing an explanation of each exercise along with examples and tips for leading.

A rigid adherence to the Trainer's Notes would undermine the most important aspect of leading the Prejudice Reduction Workshop Model. Each leader must bring to the workshop a personal creative and dynamic intelligence that only he/ she can supply.

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Anyone who leads this model and receives financial remuneration needs to send 10% of fees received to the NCBI International Office. If there is a local chapter in your area, you may contact them and donate fees as well.

The National Coalition Building Institute's Prejudice Reduction Workshop Model Training Mode has been written exclusively about who have been involved in the development of the National Coalition Building Institute. The Trainer's Notes do not speak to the ways in which they are to supplement the training and coaching of the National Coalition Building Institute staff.

The Trainer's Notes may, however, assist those who have been trained to lead the Prejudice Reduction Model in a number of ways: clarifying the different parts of the workshop, offering a model schedule, and providing an explanation of each exercise along with examples and tips for leading.

A clear understanding of the Trainer's Notes would enhance the most fundamental aspects of leading the Prejudice Reduction Workshop Model. Each leader must bring to the workshop a personal creative and dynamic intelligence that only he/she can supply.

TABLE OF CONTENTS

National Coalition
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1120 Connecticut Avenue,
N.W., Suite 450
Washington DC 20036
Tel: 202-785-9400
Fax: 202-785-3385
E-mail: ncbiinc@aol.com
Website: www.ncbi.org

St. Lukes ~~near~~ near the NCBI office
behind the big church → for St Lukes pastoral counseling center
"Interns"

Prejudice Reduction Workshop Model

I. Morning Session

	Time	Page
Introductions Agenda Goals (Joanne / Craig)	(9:10 A.M.)	5
Up/Down (Craig - Out - 1st Half) thru Age/Gender)	(9:30 A.M.)	7
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NCBI Policies
Workshop Notes

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PREPARATION FOR THE WORKSHOP

TIP:

You may want to have the word "welcome" written on an easel and the objectives of the workshop written out before the participants arrive.

Materials:

- Name tags with person's first name written large enough to be easily read from the front of the room.
- Two (2) flip charts/easels with newsprint.
- Several dark magic markers.

TIP:

Arrive early enough to check the room set-up – the proper arrangement of the chairs is crucial.

- Set out just enough chairs for the participants.
- Avoid having participants sit behind tables.
- Be brave – encourage folks to sit in the front rows.

Room Set-Up:

- Arrange movable chairs in semi-circles directed toward the front.
- Place a sturdy table up front for the co-leaders to sit on (if they choose to do so).
- Create a welcoming environment (with flowers, etc.).

INTRODUCTIONS

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MORNING SESSION 9:10 A.M. — 9:30 A.M. (20 Minutes)

Getting Started:

Introduce yourself and welcome the participants to the workshop and set an upbeat tone (i.e., you are glad to be leading the workshop).

If this is a mandatory training, acknowledge this by saying, for example: "I know that some of you have been looking forward to being here. I know that others of you would rather be doing your worst bureaucratic task than attending this session. We're still glad that all of you are here. We invite you to use the day to learn about yourself and each other."

Offer an overview of the workshop, including the following five skills to be learned:

Goals

1. **Identifying the information and misinformation we learned about other groups;**
2. **Identifying and expressing pride in the group(s) to which we belong;**
3. **Learning how groups, other than our own, experience mistreatment;**
4. **Learning the personal impact of specific incidents of discrimination; and**
5. **Learning how to interrupt prejudicial jokes, remarks, and slurs.**

Invite the participants to introduce themselves (name and workplace). Go around the room and have each person stand for their introduction — speaking loud enough to be easily heard. If there are less than fifteen participants, ask them to also share... "something they may want others to know about them that they might otherwise not know" or "the work that has their heart".

WORKSHOP WORKING AGREEMENTS

LOOK (Statements to Workshop Participants):

Pairs

"In order to make the workshop go well, there are a number of agreements that we would like to make at the beginning. Throughout the day we will be asking people to pair up and share things with one other person. When we come back to the whole group, we would like to ask each of you to share only for yourself and not for your partner. Let your partner decide what they want to share with the group. We want to make sure that no one is sharing anything that they have not actively chosen to share with the whole group. Can I get a show of hands of those willing to make this commitment?"

Confidentiality

"We encourage you to share anything that you learn today at the workshop. However, we ask that you not repeat personal things that individuals may share with their names attached to them. May I have a showing of hands as a commitment to honoring confidentiality throughout the day?"

UP/DOWN

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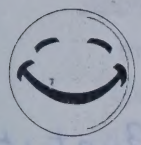
9:30 A.M. — 10:00 A.M. (30 Minutes)



Introduce the UP/DOWN segment by saying:

"The next part of the workshop will give us a chance to learn about the many similarities and differences among us. We call it up/down, because you will be asked to stand up and sit down a lot. I am going to mention a number of groups. When you are a member of a group, please stand. For anyone who is physically challenged and cannot stand, please put up your hand to let us know that you are part of that group. When groups other than your own stand, those who are seated should applaud, wave, cheer them on in a welcoming manner."

(Be mindful of participants with other kinds of physical challenges. For a visually impaired participant, remember to call out the number of people standing after each up/down).

In up/downs — move from easier, less threatening categories to more difficult, self-revealing ones.

EXAMPLES:

First up

Family Order

i.e., " Who was an only child? Who was the middle child? Who was adopted? Who was the youngest in your family? Who was the oldest child? Twins?"

Outside

Next

Place of Birth

For a predominantly U.S. group, start with those who were born outside the United States — ask ~~how many~~ who participants were born, raised or spent a significant amount of time outside the U.S.? Ask those standing to share what country. Then follow with geographic regions of the U.S., such as East Coast, Northeast, Atlantic, South, Midwest, West Coast, Southwest, Workshop State, Workshop City.

Born, raised, spent significant amount outside the US
What country
Regions
Southeast
GA
Atlanta

Polish
French
Irish

Ethnic/Cultural Groups – Some of you may stand more than once

e.g., Italian, German, Russian, etc. Be sure always to include the following groups, even if it appears to you that no one from that group is present: Black/African or African-American, Native American, Asian or Asian-American, Latino/Latina or Hispanic. (Ask if participants know which nation or ethnic culture is a part of their heritage.)

REMEMBER TO ASK:

"Which group did I leave out?"

- Religion
- Class

UP/DOWN (Continued)

REMEMBER TO ASK:

"Which groups did I leave out?" Fun- moral hazard vegetarian left handed

Fields
Therapists Psychologists
Social workers
Case managers
~~Physicians~~ Addiction Counselors
Ed
Licensed Professional Counselors
Activists Others
Anyone injured or put out while doing diversity work
People familiar with these kind of workshops and want to know what we are gonna do differently

Religion

"For whom was religion important in your home growing up? For whom was religion not that important? Those of you who were raised (or your parents think you were raised) Roman Catholic, Protestant, Jewish, Orthodox, Buddhist, Moslem, Hindu?" Baptist Universalist Unitarian

Class/Economic Background

"Those who were raised with less than enough, enough, or more than enough material resources in your home growing up?"

Age (usually a few groans of laughter)

"This is a group where we each have and will experience a lot of mistreatment. If you are young (or look young) you are targeted as naïve or inexperienced – that's called adultism. If you are older (or look older) you are targeted as no longer useful and in the way; that's called ageism. I'm going to do age in ten year increments and I'm going to ask each person to stand proudly for the age that you are."

Gender

"This category often gets the most enthusiastic applause. Will all of the women stand. Now will all of the men stand. It seems we are really looking for opportunities to show each other how much we care about each other across the gender divide."

Additional Categories

"How many were a minority in your neighborhood growing up? A minority in your school? How many straightened or processed your hair to fit in? How many had a friend growing up that crossed a boundary (race, class, religious, ethnic, etc. boundary)? How many are currently in an intimate relationship that crosses race, religious lines or other societal divisions?"

Fun Questions

Use your imagination. You may want to intersperse these questions among the others (e.g., "How many are vegetarians? How many are meat-and-potato eaters?")

Sexual Orientation

It is important to start this part by saying:

"There are some groups which we belong to that we cannot escape being identified as being a member of that group. For example, few would mistake that I am (female/male) or that I am (African-American/White, etc.).

There are other groups that are invisible. But nonetheless, there is a great deal of discrimination directed at those groups as well. One such group is gay, lesbians and bisexuals."

Say lightly: "Years ago, when we first began doing up-downs and included the category of gays and lesbians, people yelled at us — they said, 'how can you expect me to stand up in a group like this?' So, we didn't include them — and people yelled at us, saying, 'you let every other group stand and claim pride, but not my group.' "So, over the years we have devised a way to handle this which seems to work.

We start by asking one question first:

1. "How many people here have friends, family, people you care about who do identify as gay, lesbian, or bisexual?" (This allows people to see where the group is).

2. "It is possible to be completely proud of being a member of a group and to decide that it may not make sense to share publicly membership in that group. For those who do want to identify as being gay, lesbian or bisexual, I would like to give you the chance to stand and to proudly share that, knowing that even if you choose not to identify here, you can still be completely proud.

3. And for those who identify as gay, lesbian, bisexual in this room or any other group and decided not to be out, let's applaud."

TIP:

If no one or if only two people stand, you might want to add – "It is helpful to know that regardless of how many stood, the data is that at least ten percent of the population is gay or lesbian. It is important not to make assumptions about sexual orientation of those who are here."

UP/DOWN (Continued)

NOTE:
If the workshop is being done in a high school setting, we recommend asking question #1 only. There are usually very few resources for gay, lesbian, bi-sexual young people. We do not want young people to get targeted following the workshop for being out.

Disabilities
"How many have a visible or invisible disability or physical challenge?"

Private Identities
There are many issues that affect people's lives, such as Adult Children of Alcoholics, Single Parents and Divorce, for example.

"I will call out the broad category of private identities. And if you are a member of any kind of hidden group I will invite you to stand. By standing you will not be asked to reveal the group, unless you choose to do so."

After everyone stands, you can invite those who may want to do so to name the group. Be sure not to call on anyone or point at them, expecting a response.

TIP:
Invite the participants to turn to the person seated next to them and come up with one question they would like to know about the group. Then ask them their up/down questions.

Group's Choice
"What else would you like to know about each other that can be phrased in an up/down question?"

PAIRS

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10:00 A.M. — 10:10 A.M. (10 minutes)

- Ask participants to pair-up with someone whom they do not already know and to introduce themselves by sharing the groups to which they belong.

- Once participants are in pairs, model with your co-leader what you are asking the group to do. Introduce yourself again and the groups to which you belong.

EXAMPLE:

"My name is Susan Berg; I am female, White, German, heterosexual, working class, Lutheran."

- The time allotted to pair sharing is approximately 3 minutes.

- When you reconvene the group, it is helpful to ask, "For whom was it easy to share which groups you are a member of? For whom was that hard?" Ask for a showing of hands.

- For those for whom it was hard, you may want to invite them to say what was hard about it.

TIP:

It is important to include in your own introduction, if you should happen to be a member of such a group, a member of the "majority group" people tend to omit in thinking about themselves (e.g., White, American, heterosexual, male, upper middle class).

TIP:

After participants return from their pairs, it might be useful to say..."Some of us are members of groups that we are taught we are members of from day one, either by our families or by a prejudiced society (i.e., Black, female, Hispanic, etc.). Others of us come from groups that we take so much for granted that we don't even think of ourselves as being a member of that group, or how deeply influenced we are being a member of that group (i.e., American, White, male, etc.). Today will be a day for people to look at all the different groups to which we belong. Every group counts and every group is important when we think about welcoming diversity."

THEORY

10:10 A.M. — 10:20 A.M. (10 minutes)

A short theory presentation is usually helpful for most groups. It is, of course, your decision. These are the points to include:

Shannon 1. Guilt is the glue that holds prejudice in place.

Craig 2. Every issue counts.

Joanne 3. To shift attitudes…hear stories. { New info doesn't change attitudes, hearing personal stories of discrimination ~~do~~ transforms hearts ~~can't change stories~~, can relate facts, not stories ~~don't change minds~~, we change hearts

Shannon 4. Skill training leads to empowerment.

Craig 5. End leadership oppression. { leaders - pedestal or attacked expected to be perfect must be appreciated - train them to build support, set up teams - isolation discouragement - leaders should be appreciated

Joanne 6. Teams are necessary for institutional change.

NOTE:
We recommend interspersing this theory throughout the workshop.

1 Guilt – Some training uses guilt to motivate moralizing & blaming people for privelege Condemning, shaming them doesn't work Increase defensiveness. Guilt useless - turning inward focusing on bad feelings People change when they lifted

2 - Every issue – including majority groups Ultimate goal is undermined if white men think their concerns issues. ~~Everyone every group's issue~~ counts We must communicate that every person is valued and every issue counts

NCBI did trainings & expected the work to go on NCBI learned that individuals could not sustain

6 - Team work ~~the~~ to take on institutional change

FIRST THOUGHTS

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10:20 A.M. — 11:00 A.M. (40 Minutes)

To introduce First Thoughts, say:

"The next part of the workshop will help us look at the various stereotypes we have learned and internalized about groups other than our own."

"Everything that we have heard about or been told about another group is internalized, forming a literal record inside us. Even when our thoughts and experiences refute these records, they still exist and influence our behavior."

"We are all born ~~innocent~~ w/o prejudice. No one chooses to have these prejudicial ideas. But, we all have them about other groups. This is a chance to get them out into the open and to get rid of them."

Demonstration:

With your co-leader, explain that this is what you would like the group to do in pairs. Select a group that neither you nor your co-leader is a member of. Remind your group which groups you and your co-leader belong to, so that it is clear that the group you are going to work with is one to which neither of you belong.

"For example, Lauren is female and I am female; so we would not choose female. She is white. I am African-American. She is Jewish. I am Baptist — so we won't pick any of the groups that either one of us belongs to. We will pick a group that neither of us belongs to. We are going to look at our first thoughts to the term 'men'. We are going to say the word 'men' to each other several times, changing the tone of voice as we do so. I will say the word 'men' and Lauren will say the first uncensored thing that pops into her mind."

EXAMPLE:

"Men?"
"Tall."
"Men."
"Father."
"Men!"
"Scary"
"MEN"
"Hard."

"We then switch. My partner says 'men' and I will give my first thoughts".

TIP:
At this point it may be helpful to go to the flip chart and draw a circle with the word 'RECORD" inside.

TIP:
You and your partner should agree before the workshop which group you are going to use to demonstrate how to do first thoughts, so that there are no surprises. For the demonstration you want to select a safer group (i.e., do not select Blacks, Hispanics, Asians, Native Americans, Gays or Jews; you might consider, however, selecting male, female, Protestant, Catholic, English, French, etc.). The reason for demonstrating with a safer group is to keep the tone of the demonstration light so that participants can see that it is possible to actually do things out loud with each other.

TIP:
When you and your partner are saying your own first thoughts, it is important that you mention a few "negative" remarks. It is important to model that you are not afraid to show your own stereotypes.

FIRST THOUGHTS (Continued)

Ask each person to find a partner and select a group to which neither belongs.

Encourage the participants to select a group to which someone else in the room belongs. Also, encourage them to choose a term that may not be the safest to work with; after all, the day is about taking risks.

Encourage the participants to try using different terms for the group they have chosen to examine in order to see if they elicit different first thoughts (e.g., for Black, encourage them to also use the term African-American or Negro; for Native American, also use Indian; for Jewish, also use Jew; for Asian, also use Oriental, Korean, Japanese, Chinese, etc.).

Processing First Thoughts:

When the participants return from their pairs, first ask: "How many found yourself censoring, being surprised with what you came up with?

1 How many found yourself freezing — your mind went blank when your partner gave you a word?"

- Mention that there is often fear present, either about the group or about admitting to oneself or to one's partner that one may have stereotypes.

- Just before asking the group to share their first thoughts with each other before the whole group, have them open their arms wide and turn to their neighbor and say in an upbeat tone — "I love taking risks; I love making mistakes." Remind them that it is only when we are willing to take risks that our records about each other begin to lose their power over us. Have them repeat the process one more time, this time using the phrase: "I welcome you to take risks and make mistakes about me and my group(s)." Remind the group that for some of us the real risk is in letting folks get close enough to make mistakes about us.

For some Real risk is letting folks get close rough to make mistakes about us

2 Then ask: "Who would like to begin sharing what you came up with as your first thoughts?"

- After they have shared, check to see whether anyone else in the workshop did first thoughts to the same group, and ask what they are.

Did anyone else do their first thoughts about ____

3

- Next, see if there are participants in the workshop who are members of the group to which the first thoughts were just shared. Ask them, "What is it like to hear those first thoughts about your group?"

- Continue eliciting first thought responses in the same manner concerning other groups.

NOTE:

- **If participants only share generalities regarding first thoughts, such as, "I had some positive and negative thoughts," say in as light a tone as possible, "What were some of those thoughts?"**

- **If participants begin to defend their first thoughts or appear to feel guilty or uncomfortable, or if members of the group criticize one another for a first thought, remind the entire workshop that these are simply recordings, not what people believe, think or have experienced. You might want to write on the board or newsprint "We are more than our records." If there are groups that you want the workshop to address, and none of the participants mentioned those groups as ones they selected for first thoughts, you might say, "Oh, did anyone do their first thoughts to Black?" If no one has, you might say, "Oh, isn't that interesting" and then you can encourage everyone to go back into pairs: Blacks would pair with each other and do their first thoughts to White; non-Blacks would pair with each other and do their first thoughts to Black or African-American. You should process this piece as you did the first round of first thoughts. It would be easier and safer for the group if you first have the Blacks share what they came up with in regard to the term "White".**

- **If a participant begins to share his or her partner's first thoughts, this is a useful time to remind the entire group that each person should share only his or her own comments.**

- **First thoughts is an important part of the workshop, where people begin to feel safe enough to adequately share what they discovered in their pairs. You have 40 minutes for the whole first thoughts exercise, so give enough time to the processing piece.**

BREAK 11:00 A.M.

INTERNALIZED OPPRESSION

11:15 A.M. — 12:00 Noon (45 Minutes)

To introduce Internalized Oppression, say:

"Most people, when they think of prejudice reduction work, think of the stereotypes we have about other groups. But, one of the most painful results of discrimination is that we also end up internalizing many of these stereotypes and taking them out against members of our own group. We have found that diversity work goes better when we also learn about the painful internalized feelings within each group. We gain a greater appreciation ~~and tolerance~~ for the struggles within each group. In this next part of the workshop, we will look at the less-than-positive feelings we have about members of our own group. I will now demonstrate with my partner what I would now like you to do in pairs."

Demonstration:

"This time Phyllis will pick a group to which she belongs and point her finger at me and say, 'What I can't stand or what bugs me the most about you women [for example] is...'"

"I then would pick a group to which I belong and do the same, pointing my finger at Jerome. I want to look at Americans. What I can't stand about you Americans is ..."

Encourage them to point the fingers

Acknowledge that some people may not be used to pointing fingers, but encourage them to try it, just this once, because it does help in getting rid of the negative feelings.

Send participants into pairs, reminding them that they are to choose a group to which they personally belong. It does not matter whether the partner is a member of the group or not. You may want to circulate among the pairs, encouraging the participants to point fingers.

Processing Internalized Oppression

When the group returns from the pairs first ask: "How many of you found this harder than First Thoughts?" Usually there will be a mixture in the room. It is helpful to note that some people find it very easy to talk about the things they cannot

stand about their own group. Others are taught you never air negative feelings about your own group in public. Ask "Why was it harder?" "Why was it easier?"

Next ask: "What group did you pick and what were some of the things you can't stand about your own group?" After five or six people share their comments, ask the group, "What do all of the things people can't stand about their groups have in common?"

- Let group participants generate commonalities.

- Summarize the processing by saying:

"Many of the things we can't stand about our own groups are simply an internalization of what people from outside our groups have said about us. In truth, the things we hate about our own groups are the scars our groups carry from being mistreated. As we build greater unity, with our own groups, we can also build greater unity across group lines."

TIP:

You might have someone say that it is not a good idea to say the things we cannot stand about our own group within a mixed group, because it will reinforce the stereotypes. You might respond, "Those concerns are understandable but our experience is that exactly the opposite happens. When people get a chance to see the impact of internalizing stereotypes they gain an even greater appreciation of the struggles of each group. And they come away understanding how similar our struggles really are.

PRIDE

TIP:
If anyone is resistant to the word "pride", substitute "What you love about your own group."

To introduce Pride, say:

to the participants that you do not want to leave them having said only the negative things about their own group.

NOTE:
This is the only time you send them back to the same pair.

TIP:
Announce less time for the break than you schedule, count on the group being late.

Ask the participants to take the same group to which they just said, "What I can't stand about you..." and this time say, "What I am most proud of..."

Demonstration:

"Lauren and I will demonstrate."

Phyllis says, "What I love about women is their sensitivity and caring about children. What I am most proud about is their courage in handling work, home, and personal lives all at the same time."

I would say, "What I love about Americans is their commitment to individual rights. What I am most proud of about Americans is their pioneering spirit."

After participants return from the pairs, invite a number of people to share what they are most proud of about their own groups.

IT'S GREAT TO BE

12:00 A.M. — 12:15 A.M. (15 Minutes)

To introduce It's Great to Be, say:

"First we have looked at stereotypes we have about other groups. Then, we looked at the internalized stereotypes we have about our own groups. Next, we are going to look at any of the places where we are less than fully proud of our own groups. We want to reach for a sense of complete pride in ourselves. When some people hear the word "pride", they think that it means that someone thinks he or she is better than someone else. That is actually chauvinism. Chauvinism is claiming that my group is better than yours to conceal my feelings of inferiority. Real pride welcomes diversity. I feel good about my group: so I can welcome you to feel good about your group."

Looking at the workshop, say:

"What groups are you a member of that you are not yet fully proud of? What are groups that you couldn't easily say it's great to be a member of that group? You might use your own groups as examples (e.g., "I don't always tell people that I am over thirty.") Have participants call out a sampling of the groups that they are less than fully proud of (e.g., White, male, Catholic, middle class, Black, lawyers, etc.).

Demonstration:

For the demonstration, you may want to choose a group that many people mistakenly think ought to feel ashamed (e.g., White, male, American, government workers, etc.). Invite the person to the front of the room. Say, "I'd like to ask you to leap in the air, say, 'it's great to be X (e.g., White and male).'"

Encourage the group to applaud enthusiastically.

TIP:
Make sure that you demonstrate for the person in the front. Leap in the air yourself and say the phrase you want them to repeat (e.g., "It's great to be German!").

Send all the participants into pairs. Keep reminding them to choose new partners. Ask them to stand. One person should leap into the air, saying, "It's great to be X" while the partner applauds. The partners then switch.

When they return from their pairs, ask them to call out the groups to which they leaped, saying "Its great to be..." Example: "So, what is it great to be? It is great to be..." "Italian." "Over sixty." "Woman."

Several Tips In Leading This Part Of The Workshop:

1. Before sending the group into pairs you may want to give them a number of options of groups to leap to: physical characteristics such as being short, tall, overweight; marital status, such as being divorced, single; professions, such as accountants, lawyers, state workers; ages, such as over forty or under twenty; ethnic groups, such as Black, Jewish, etc.; gender, etc.

2. If the person you are demonstrating with does not want to leap, encourage him/her to say, "It's great to be..." with as much gusto as possible. Let the person know that the more he/she can exaggerate the more he/she will be able to claim genuine pride later.

3. If the person you are demonstrating with is resistant and says that there is nothing that they are proud of concerning the group they have chosen, you have several options. Gently coach the person, saying "Is there one small thing you may be proud of?" Remind him/her that this is an opportunity to experiment. Also, point out that being ashamed of one's own group does nothing to end discrimination. For example, White people who are ashamed of being White are not especially helpful in ending racism. If the person continues to refuse, thank them for trying. Pushing anyone too hard is not useful. With a confident tone, turn to the group, send them into pairs, and encourage them to leap, saying "It's great to be..."

LUNCH 12:15 P.M.–1:15 P.M. (60 Minutes)

Ask participants to be ready to start again at 1:15 P.M. You may want to say, "The part of the workshop right after lunch involves personal sharing, so it is very important for you to be back on time." You should plan to resume the workshop at 1:15 P.M. whether people have returned or not.

CAUCUSES

AFTERNOON SESSION 1:15 A.M. — 2:15 P.M. (60 Minutes)

Set-Up

Introduce Caucuses by saying:

"The next part of the workshop will give people a chance to learn about the many different ways people have experienced discrimination and to begin to learn how to stop this discrimination. Each of you will get a chance to think of one group to which you belong which has experienced some kind of discrimination. You will meet in a caucus of several other people from your same group and prepare a report to be given to the whole workshop that answers the question -

WHAT DO YOU NEVER AGAIN WANT PEOPLE TO SAY, THINK OR DO TOWARD YOUR GROUP?"

"We are going to make a list of the caucus groups that you would like. To generate the best list, please turn to the person next to you, and think of one or two groups that you would want for your own caucus. This should be a group to which you personally belong, either currently or sometime in your life; a group in which you have experienced some form of discrimination or you know that people have less than positive feelings about. It should also be a group that you think the workshop needs to hear from. Examples of possible caucuses could include: Blacks/African-Americans, Hispanics, Asians, Catholics, Men, Women, People with Disabilities, Gay/Lesbians, Overweight, Short, Teachers, Lawyers, Under Thirty, Over Sixty, Single, Divorced, Parents, etc."

have written a few prioritized groups on the board

After people return from their pairs, with the help of your co-leader, write on the flipchart a list of the proposed groups. Remind the participants that even though they may belong to more than one group, they can join only one caucus (i.e., "You can only put your body in one place at a time"). Announce to the workshop that two or more people are needed for a caucus to meet. Unless it is an unusually large workshop (more than 60) two people are sufficient for a caucus. Once you have the complete list, read it aloud to the workshop. Then ask for a showing of hands as members of the workshop vote to join a particular group. Groups that receive one or less votes are eliminated.

TIP:

It is helpful to write or have written the question "What do you never..." on the flipchart. The caucuses can then refer to it in preparing the reports.

CAUCUSES (Continued)

NOTE:
Because of the make-up of some groups and the issues surrounding a particular workshop, you may want to hear from some groups even if they are represented by only 1 participant. Pair any singles, but instruct them to prepare a separate report. This will insure that they won't have to stand alone while they are preparing their report. Mention that they will be "allies" to each other.

After the voting has taken place, check to make sure everyone is part of a caucus. Assign each caucus a meeting place in the room. Remind them of the question they are to answer, and that each caucus is to prepare a written report. Once the participants are settled in their caucus allow seven minutes for them to prepare the report.

Circulate and let the caucuses know when they have one minute left.

SOME HELPFUL TIPS ON LEADING THIS PART OF THE WORKSHOP:

1. If there are group reports that you think are important for the workshop and no one has proposed them, and there are at least two participants form that group present, you might say to the workshop while people are generating the list of possible caucuses, "Doesn't anyone want a Black [or women's, Hispanic, etc.] caucus? I think it may be an important issue for this group to hear." You never want to pressure the participants to join a caucus; however, your encouragement may make a difference. If you would like a particular caucus to take place, you might also privately ask members from that particular group during an earlier break to consider convening such a caucus. Let them know that you will be asking caucuses to meet shortly and suggest that they call one for that particular group.

2. When you are going through the voting process and a group receives only one vote, and you think the group is especially important for the workshop, you can say to the participants, "Is there someone who is a member of this group who is willing to join Hector so that this caucus can happen?" Or you can pair two single-person groups, but ask them to write out separate reports.

3. If there is only one vote for a particular group, you might also assist that person in thinking of how he/she can bring his/her concerns to another proposed caucus group. Examples: a single mother could add her concerns to the Women's Caucus, a Black male could add his concerns to the People of Color Caucus.

Preparing for Speak-Outs:

While the caucuses are meeting, you and your co-leader should begin discussing possible candidates for Speak-Outs. Think in terms of three or four Speak-Outs. You need to generate alternatives, because some of the people whom you ask may turn you down.

What you need to consider for the Speak-Outs:

1. What group issues do you want the whole workshop to learn about. For example, racism, sexism, gay/lesbian issues, anti-Semitism.

2. Are there members of that particular group who are participants?

3. From your observation of the participants, who would be the most likely to be able to share a personal story?

A list of some criteria:

- someone who is not excessively intellectual or hostile;
- someone who has spoken already in the group;
- someone who has shown the capacity to speak in an inclusive and upbeat manner.

4. One of the three or four persons invited to do a Speak-Out should be from a group that people would not ordinarily think about when they think about discrimination (e.g., White man; think of the White men in your workshop who are also members of other groups who have experienced discrimination, such as Jews, the Irish, Catholics, people raised poor, overweight people, etc.)

During the caucus reports you should be watching the people who come up front, either to confirm your preliminary decisions regarding candidates for Speak-Outs and/or to consider alternative candidates who are lively and who have a lot to say.

Reports

When people return from their caucuses, ask the entire caucus to come in front of the workshop when it is time for the caucus to give the report. The easiest way to choose the order of the reports is to start from the top of the list as it appears on the flipchart and read down.

Bring the group up with applause

Just before the first group comes up, it might be helpful to say to the group — "We want each group to feel welcome, so please bring them up with enthusiastic applause and hold any comments or laughter that would not model complete respect and appreciation."

Sometimes during the caucus reports some people may begin to laugh at the reporters from the very beginning, cracking a number of oppressive jokes. If this begins to happen, you need to decide if the amount of humor in the room is counterproductive to the purpose of the reports. If so, you might consider saying to the group, in as non-blaming a tone as possible, "There are some groups we seem to think it is all right to laugh about, but this is a time to listen with complete respect to all of the reports."

Helpful Things To Remember:

- Usually you don't need to stop the reporters from going overtime. If, however, a group seems to be going on excessively, you may need to quietly let them know that they have reached their time limit.

Summary

Common themes = what touched you or new information

After all of the caucus reports have been given, ask the group, "What are the common themes you heard in all of the reports? What was something that touched you, or what was new information?"

If you have ten to fifteen minutes remaining, you may ask people to go into pairs for a few minutes to address what they learned from the caucus reports. Then, when you reconvene the group, the responses to the questions will be more thoughtful.

More Speak-Out Preparation

Choosing People For Speak-Outs:

If you have already made your decisions about the candidates for Speak-Outs, you may want to ask them while they are in pairs at the end of Caucus Reports. This way, if you get a rejection, you will have time with your co-leader to consider other candidates. Ask people to do Speak-Outs on specific issues (e.g., ask a woman to speak on sexism; ask a person of color to speak on racism, etc.)

Question For Speak-Out Candidates:

You approach the person privately. If he or she is talking with another person, gently interrupt them, saying, "Can I speak to you for just a moment?"

"In the next part of the workshop we are going to do a part of the workshop that we call Speak-Outs. It is a chance for a number of people to come up in front of the workshop to share a personal experience of discrimination. Would you like to share a specific incident where you have experienced mistreatment (because of racism, sexism, homophobia, or anti-Semitism, etc.) that is painful and one that you would be willing to share with the group today?"

NOTE:
If the person says, "No, I don't want to," say, "Thank you. That's just fine, you don't have to." If, however, the person says, "I can't think of anything." You can say, "Many of us have learned to discount the things that have happened to us. Would you like a minute now to think with me?" If the person agrees, you may ask, "Were there any ways you were hurt growing up? Being teased? Left out of things? Seen as second best?" If the person still draws a blank, say "Thank you, anyway."

If the participants want to have lunch with you, you can thoughtfully decline the invitation. It is your choice. The lunch time, however, is a good period for you and your co-leader to offer one another support and appreciation.

Remember always to say what is going well in the workshop and in your working together — however it may feel. You can then offer to each other thoughtful suggestions for improvement.

SPEAK-OUTS

(2:15 P.M. — 3:15 P.M. (60 Minutes)

(OPTIONAL)

Warm-Up To Speak-Outs: (Repeating Names Correctly)

This is usually a good way to start the afternoon before the Speak-Outs:

"Because of American difficulties with our languages, many people never have a chance to have their names said correctly." Ask the group, "Who has a name that people never say correctly?" Ask all those people to stand. Give each of them individually a chance to say his/her name properly and invite the entire workshop to repeat it.

Introducing The Speak-Outs

The Speak-Outs are the turning point of the workshop; so take the time to do your introductory remarks well. They will set the stage for the Speak-Outs.

SAMPLE:

"We are about to do a part of the workshop that we call Speak-Outs. A little while ago I privately invited a number of people to come up in front of the workshop and share a personal experience of discrimination. They all had a chance to say no. So, it is completely their choice to come in front of the group now. Some of these stories may be emotional. We have all had different experiences growing up dealing with emotion. How many of you come from families in which emotions were expressed easily and often? [Ask for a show of hands.] How many of you come from families in which emotions were never expressed, in which it was never all right to express your feelings in public? [Again, ask for a show of hands.] How many of you come from families where there were gender differences — one parent expressed emotions; the other did not? [Hands.] We all have diverse responses to the public expression of emotions. One of the things we have learned from these workshops is that the sharing of these stories, because they are so personal, change people more than any other part of the workshop."

families - emotions were expressed easily / often
- never expressed, never alright to express your feelings in public
= where there were ~~gender differences~~ one parent expressed emotions the other did not

To shift attitudes, hear stories

Leading The Speak-Out

Call up the first person for the Speak-Out, and offer him/her a hand. If the person says he/she would prefer not to hold your hand, that is fine.

Repeat the question you asked privately so that the entire group can hear.

SAMPLE:

> "I have asked William here to think of a personal time that he experienced racism, one that was painful and one that he is willing to share with us today."

Respectfully stand with the person, giving him or her your complete attention while he or she tells the story. When the person has completed the story, say to him/her, "Let's imagine that we can go back to that moment when [X happened], if you could say anything from your gut, knowing that person will never have to hear you, what would you have liked to have said at that moment?"

Offer your hands, folded together in front of you, saying, "Why don't you shake me while you are speaking out to [X]?"

Once the person is shaking you, and expressing indignation, three times is sufficient.

It is often helpful for you to repeat the bigoted statement that had been hurtful. This will help the person get to the angry words that he or she will want to say.

Some Tips On Leading This Part Of The Workshop:

- Do not interrupt the Speak-Out unless the person is about to tell the fifth incident or unless it seems that the stories will never end. You might then gently say, "Thank you, just because of time, we will need to stop there."

- If the person is being unduly reasonable and he/she cannot think of anything to say to the bigot in the story, you might offer the person a phrase. Examples: "How dare you treat me that way! Don't you ever say that to me again! I am just as good as you are! I won't let you talk to me that way!"

To conclude the Speak-Out ask the person if there is anything he/she needs to say to the group or to hear from the group so that he/she is completely proud of having shared the story.

1 Anything u need to say to the group or hear from the group

If the person says, "I need to know that people will stand up against these kinds of incidents in the future." You might ask for a show of hands, asking, "How many of you will work to see that things like this will never happen again."

SPEAK-OUTS (Continued)

As the final part of the speakout, turn to the group with the speaker and ask the group for a show of hands of those willing to make an increased commitment to fight the oppression or mistreatment that the speaker spoke against. After the show of hands, thank the speaker and have him/her sit. Ask the group, "what came up for you personally having heard the speaker's story?" Allow time for a couple of people to share. Move on then to the next speakout.

Tips On Leading This Part Of The Workshop:

- A key responsibility as the workshop leader is to insure that the group does not pepper the speaker with questions and/or advice. Move in quickly if you notice this happening; remember, your first responsibility is to the person speaking.

- If you notice that a story from one of the speakers is particularly moving for the group, invite the workshop participants to turn to each other and share with a partner how the story personally touched them.

Contingency Plan:

(To be used in the extremely unusual situation when no one agrees to do a speak-out or when it appears that the circumstances surrounding confidentiality or other related concerns will not support the sharing of stories out loud in front of the whole group.)

- The introductory Speak-Out comments would still be appropriate. Simply leave out the part about your asking people privately to share stories in front of the group.

- Instead, ask everyone to break into small groups of four to share in their small groups a personal incident when they experienced discrimination, one that is painful and one that they are willing to share in their small groups. Give them fifteen minutes for small groups.

- Remind the workshop of the prior agreement that participants are to speak only for themselves. For those who choose, participants will relate the personal incidents of discrimination from their seats.

- You have until 3:15 P.M. on the schedule for the Speak-Outs. If it ends earlier, because you did not do any Speak-Outs in front of the group, simply give your group an earlier break and spend more time on role plays.

3:15 P.M. — 4:15 P.M. (60 Minutes)

Shifting Attitudes

Aim to do at least two role plays. Depending on the time, you may be able to do more. Be sure this part of the workshop is completed by 4:00 or 4:15 P.M.

Ask the participants to find a new partner and generate a specific list of the kinds of jokes, remarks, and slurs that they hear and would like to be more effective in shifting the attitude of the person making the remark. If this workshop is being held in a particular workplace or campus setting, encourage the participants to think of the specific comments they currently hear in the workplace or on campus.

Give the participants a few minutes in pairs, and when they return make a list of the comments on the flipchart up front with the help of your co-leader. Ask participants to take a quick, in-seat, stand-up stretch; tell them not to leave their seats. While the group is stretching, you and your co-leader decide which comments to use for the role plays.

Leader Demonstrates Role Play Skills:

The two workshop co-leaders demonstrate in a role play how shifting attitudes occur. The first two role plays demonstrate ineffective strategies and the third example demonstrates using NCBI skills.

SAMPLE

1st Time:

Leader 1 They're taking over the neighborhood.

Leader 2 It's a beautiful day, isn't it?

2nd Time:

Leader 1 They're taking over our neighborhood.

Leader 2 (Yelling) It's people who think like you that are ruining the neighborhood.

3rd Time:

Leader 1 They're taking over our neighborhood.

Leader 2 You sound really upset. What's been happening?

Ask the person who listed the comment to come before the workshop. Ask the person to repeat the comment or joke. You do not want an elaborate story, just the phrase or comment. You, as the workshop leader, should repeat the bigoted comment to the person and ask the person to take your hands and shake you, saying what he/she would love to say to such bigots.

Criteria For Role Play Demonstrations:

1. Select issues that are relevant to a lot of the people.
2. Choose topics that may not have been addressed in Speak-Outs or Caucuses (e.g., gay/lesbian issues, class).
3. Pick different kinds of comments. If one is an ethnic joke, then you may want the other to be a racial slur.
4. Select the kind of comments that you and your co-leader feel confident in coaching effectively.

Tell your workshop participants:

"Most people when they hear oppressive jokes, comments or slurs, tend to respond in one of two ways: they either freeze, ignore the comments or say nothing; or they respond by saying, "Don't ever say that again! That offends me; we don't talk like that around here." In some way they put the person down. We are not here today to teach a cookbook response to oppressive comments. However, we do want to teach some ways of responding that are most likely to change the other person's attitude. When we hear oppressive comments, usually our "buttons" get pushed and we cannot figure out creative responses. So, I am going to first ask the person to say what they would have loved to have said to the bigot. I will coach them to air the feelings first and then to learn an effective response."

EXAMPLE:

The comment:
"I don't know why everyone can't speak English around here."

The workshop leader repeats the comment:
"I don't know why everyone can't speak English around here."

"Take my hands and shake them and say what you would have loved to have said. Not what was effective. Not what was thoughtful. What you wanted to say from your gut."

Repeat the comment as the person responds from their gut. The person might say something like:
"You jerk! Why in the world should everyone speak English! You jerk!"

Remind the workshop participants that these are gut responses and not a model of what is effective intervention. **Make the clear distinction between what are feelings and what are effective responses.** Getting the feelings out first will assist the person to think better and come up with an effective response.

Say to the workshop participants:

"Now we are going to look at what would be an effective response."

- Ask for a volunteer ally who would be willing to make the hurtful comment so that the person working on the intervention can practice an effective response. Make sure that you say to the group: "We would never assume that this person [the one playing the bigot role] would ever say such a comment.

Once the "ally" is up front, ask him/her to repeat the bigoted phrase or joke. Ask the person learning to intervene effectively to try making an effective response. Give them a minute or so to role play. You do not need to let it go on very long; one or two exchanges is sufficient.

Stop the role play.

Turn to your workshop participants and ask them what the person trying to intervene did well. Let four or five people give positive feedback. Make sure at this point that the comments are exclusively positive.

Then ask the group what could have been done even better. Take four or five suggestions for improvement.

Teaching Points:

At some time during the suggestions for improvement, there are a number of theoretical points that you may want to teach:

1. Notice what increases defensiveness and what decreases defensiveness. Comments that increase defensiveness make it harder to shift attitudes. The tone of the intervention is important. Some tones increase defensiveness, others decrease it. An effective tone is one that is welcoming and non-judgmental.

2. You cannot have two "ouches" at the same moment. A person who is making a bigoted joke, remark or slur might be viewed as someone who is feeling bad about himself/herself, calling out for listening. If you also respond with strong feelings of your own, the other person is less likely to hear you, unless they have first been given attention and have been heard.

3. Many comments and jokes are simply the repetition of the records people have learned. You cannot reason with a record. Instead, you must give the record a chance to be aired.

4. Treat the other person with complete respect. Do not communicate in any way a sense of superiority, as though you would never make such a comment or joke. In the First Thoughts exercise, we learned that all of us carry prejudicial records about some group. We are not necessarily better than others simply because they express their prejudices openly.

Once a number of helpful suggestions have been offered by the group, you can encourage the intervenor to try one of the suggestions you thought was most effective. If the group did not come up with very helpful suggestions, you can coach the person yourself. Do the role play a second time. Stop after one or two exchanges.

HELPFUL TIPS:

1. **Many people seem to enjoy playing the role of ally and will continue in the role no matter what the intervenor tries. The first time the person role plays, this is not a problem. The second time, after the helpful suggestions have been given, remember to tell the "ally" making the bigoted comment to be willing to change, if the intervenor does something that is effective. Otherwise, your group will become hopeless and say, "See, nothing works."**

2. **Sometimes people from the group will say, "Well that's fine for this kind of comment, but what if someone said...". It is important not to be side-tracked. Tell the person "That is a good question, but we need to focus on this role play. If we have time, we may be able to look at that comment and role play it later."**

Coaching Strategies For Role Plays

The best coaching strategy is the fresh one that you came up with for each role play. Here are a number of suggestions to prompt your thinking:

1. Use pleasure and delight in the other person, even when he/she is making an oppressive joke. Example: "How many Poles does it take to screw in a light bulb?" Response: "I'm so glad you told me that joke. I have been trying to figure out why we think Polish people are stupid."

2. Find out the hurt motivating the comment. Example: "Why can't you just speak English here?" Response: "It must be hard not to understand what people are saying around you at work."

   Join the person and do not make yourself superior. Example: "I know that person got the job because she is Black and female." Response: "I have been hearing a number of people saying that. I have been trying figure out why we seem to think that when a Black woman gets a job it must be because of affirmative action and not because she is the most qualified."

4. Listen and move closer to the person. Do not confuse listening with agreement. Listening thoroughly and carefully is often the only way that someone may become ready to change. Shutting someone up will not shift attitudes. Instead, you may be most effective by offering space to vent. Example: "I'm fed up paying taxes for lazy cheats on welfare!" Response: "Tell me more what you've noticed."

CLOSING

4:15 P.M. — 4:30 P.M. (15 Minutes)

Ask participants to find one last pair for the day:

1. to share a personal highlight from the day, something that touched them or something that they learned; and
2. to share a personal goal they intend to carry out to welcome diversity in their environment.

Give the participants five minutes in pairs and then bring them back in order to share together a sampling of highlights from the day.

[ALTERNATE CLOSINGS]

Alternative #1 20 Minutes (30-40 Participants)

If you have the time or if the participants do not appear exhausted, a closing circle with people standing and holding hands is often a good way to end. It will, however, take longer. Beginning with the person on your left, ask each person to say a highlight from the day (define highlight as something that touched them or something that they learned). Since you will have the last word, you will be able to end the workshop on a thoughtful, positive note.

Alternative #2 30-40 Minutes (35-40 Participants)

First, send participants into pairs to share a personal goal they intend to carry out to welcome diversity in their environment.

Second, gather the group into a closing circle with people standing and holding hands. Ask each person, starting with the person on your left to share their personal goal and their highlight from the day (define a highlight as something that touched them or something that they learned). Since you will have the last word, you will be able to end the workshop on a thoughtful, positive note.

CONGRATULATE YOURSELVES! ANOTHER SUCCESSFUL WORKSHOP HAS BEEN COMPLETED!

FOLLOW-UP

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Do take time either immediately following the workshop or at some time in the near future to meet with your co-leader for valuative feedback. The following questions are a guide:

1. What went well during the workshop?

2. What are you proud of in your leadership?

3. What are you proud of in your co-leader's leadership?

4. How would you like to improve the workshop for next time?

5. What are two or three things each of you can do to improve your own leadership? How will you help each other in accomplishing these things?

6. What did you like about working together as a team?

7. What could you do to improve working together as a team?

8. Are there any parts of the workshop where you may need outside consultation in order to lead better? Whom will you contact?

SPEAK-OUT STEPS

3. offer person a hand

1. Person shares their story — a time they experienced racism, sexism, etc. — one that was painful and one they want to share with the group. Listen respectfully.

2. Person shakes your hands — saying the least polite, meanest thing they can say to the "bigot" (you repeat the hurtful phrases to assist the venting process).

3. Finish by asking the person if there is anything they need to say or hear from the group so they will feel completely pleased for having shared their story.

4. Ask for a show of hands – those who will make an increased commitment to remember the story and to fight racism, sexism, and anti-semitism, etc.

ROLE PLAY STEPS

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1. Participants brainstorm in pairs examples of oppressive jokes, remarks, and slurs.
2. Make a list of these comments on newsprint.
3. Choose one of these comments to work with; bring the person (person "A") that volunteered the comment (joke, remark, slur) up front.
4. You initially assume the role of the "bigot" and repeat the oppressive comment several times. Person "A" shakes your hands, saying the least polite things to the "bigot".
5. Ask for a volunteer, an ally to play the role of the bigot (person "B"); bring that person up front.
6. Person "B" makes bigoted comments. Person "A" practices effective strategies to shift attitudes.
7. Ask for feedback from the group — "What did 'A' do that was effective? What could be improved?"
8. Teach about tone — what increases/decreases defensiveness, ouch/ouch.
9. Practice again.

CONTROVERSIAL ISSUES PROCESS

The Conflict Resolution Workshop Model has been developed by Cherie R. Brown, Founder and Executive Director of the National Coalition Building Institute. The Associates of the National Coalition Building Institute, in particular Arlene Allen, Dvora Slavin, and Joyce Herman, have contributed a great deal to the final version of the model. The model is the sole property of the National Coalition Building Institute and it is protected by copyright. The model may not be photocopied, distributed, or used in any way without the prior permission of the National Coalition Building Institute.

The National Coalition Building Institute's Conflict Resolution Workshop Model: Trainer's Notes has been written to assist those who have been instructed in the methodology of the National Coalition Building Institute. The Trainer's Notes do not stand on their own merit; they are to supplement the extensive training and coaching of the National Coalition Building Institute staff.

The Trainer's Notes may, however, assist those who are trained to lead the Conflict Resolution Model in a number of ways: clarifying the different parts of the workshop, offering a model schedule, and providing an exposition of each exercise along with examples and tips for leading.

A strict adherence to the Trainer's Notes would undermine the most important aspect of leading the Conflict Resolution Workshop Model. Each leader must bring to the workshop a personal creativity and dynamic intelligence that only he/she can supply.

Selecting A Controversial Issues (15 Minutes)

Explain that the group will be learning skills to handle tough interpersonal and intergroup conflicts. In order to do so, the group will work together on a current controversial issue in order to facilitate hands-on learning. These are the same skills that are needed to handle one-on-one conflicts as well. Offering examples often sets the stage for the type of discussion that will follow. As a trainer, you might simply note a number of the issues that are presently hotly debated in the press (i.e., foreign policy, social programs, medical ethics, etc.) or in the setting where the workshop is taking place (i.e., the firm's hiring and advancement practice, the school's curriculum reform, etc.).

First, the participants engage in a process to choose the controversial issue. Ask the participants to meet in pairs; each partner is to think of one or two issues that would meet the following criteria:

1. A Topic That Is Often Highly Emotional (You Have A Strong Advocacy Position, You Think Your Side Is Right And The Other Side Is Wrong)

   Example: Laws permitting the right to abortion on demand should be abolished.

2. A Topic That Can Be Framed In Terms Of Yes Or No

   Example: Yes, all drugs should be legalized in the United States; or no, all drugs should not be legalized.

3. A Topic Where There Is Disagreement Within The Group

   Example: All working men should be made to pay a percentage of their earnings to all women alive today in reparation for past sex discrimination.

4. A Topic That You Would Find Exciting To Examine Today With This Group Of People

   Example: Should the firm's current affirmative action policy be redesigned?

TIP:
The four criteria listed opposite (without the examples) should be preprinted on newsprint. You can then easily refer to them in presenting the process for selecting a controversial issue and the participants can also quickly check them while they are meeting in pairs.

SKILLS FOR RESOLVING INTERPERSONAL INTERGROUP CONFLICTS (Continued)

SECOND, allow the participants a few minutes in pairs to consider a number of controversial issues.

THIRD, call the group back together, solicit suggested topics from the participants, and write down the topics on newsprint in the front of the room. Assistance from your co-leader or another workshop participant in writing down the suggested topics will allow the recording process to run more quickly and smoothly.

In listing the topics it is important to record the issue in the same words of the participant. Check to make sure that the issue is framed in yes or no terms. Can you answer yes or no to the issue? If you cannot, often all that is required is to check with the person presenting the issue and suggest wording that will follow the proper format.

EXAMPLE:

Participant:
What should the U.S. Government be doing in the Middle East?

Trainer:
That may be an interesting discussion, but it is not framed in terms of yes or no; that is, yes, we should be doing such and such in the Middle East; or no, we should not be doing such and such in the Middle East. Is there a particular issue regarding the Middle East that you would like us to examine in such terms?

Participant:
Should the U.S. Government pressure Israel and all Arab states into participating in an international peace conference?

Trainer:
[Checking to make sure that the question is one that can be answered either yes or no.] Thank you. That's better.

TIP:

If participants interrupt, saying they do not understand the suggested topic or they do not think the topic as presented makes sense, do not try to answer the question on your own. INSTEAD, DEFER TO THE ONE WHO HAS MADE THE SUGGESTION FOR A BRIEF CLARIFICATION. Keep the group from discussing the topic at this time. If a number of the participants are still unhappy with the suggested topic, say "Often controversial issues are presented in terms that do not make sense to us; that is one of the reasons diffi-

cult issues continue to raise the controversies that they do. Let us allow the issue to stand as it is presented." Do not allow yourself to become side-tracked; go on and take more suggested topics from other participants.

Practice Coalition Building Skills (15 Minutes)

FIRST: DEMONSTRATE COALITION BUILDING SKILLS

1. Explain that even though a number of issues have been presented, the group will have time to examine only one of all the ones recorded on newsprint. Before voting, however, the first skill we want to demonstrate is the skill of being a coalition builder. A few of the participants who suggested the topic will have an opportunity to practice the skill of persuading the group to select his/her topic for further discussion.

2. Invite volunteers by saying, "We have time to examine only one issue today. In a few minutes we will have to vote for one of the topics listed here as the controversial issue we will examine further. Before voting, is there anyone who would like to come up front and try to win us over to why we should pick one of these topics?"

3. If there is no immediate volunteer, you might go through the list of suggested topics and ask "Would the person who suggested XYZ be willing to try to persuade us why we should pick that topic?"

4. Once you have selected the volunteer, you can teach the group about the differences between advocacy and coalition building through coaching the volunteer in effective methods of group persuasion.

The distinguishing characteristics of advocacy and coalition building are these:

- in advocacy one works to advance a position, to favor a cause, to push for change by defeating another;

- in coalition building one finds the common elements of agreement among diverse parties in order to accomplish together what each party cannot accomplish alone.

- coalition builders attempt to understand the issues of all parties concerned about an issue and to create, where it is feasible, a climate of cooperation.

SKILLS FOR RESOLVING INTERPERSONAL INTERGROUP CONFLICTS (Continued)

SAY TO THE VOLUNTEER:

"Try to convince us to select your topic without letting us know what your position is."

The task is not an easy one. Allow the volunteer a few minutes to address the group. Then ask the group, "Do we know what his position is?" If the group cannot say, then the coalition building element of the presentation is usually well done. If the group clearly knows the position of the volunteer, then it is appropriate to offer suggestions for improvement. One useful strategy for winning the agreement of a group to examine a controversial issue is to present fairly and accurately the concerns of both sides in a dispute. A presentation in the form of "on the one hand...and on the other hand..." is often effective.

EXAMPLE:

> "We would all be enriched by looking at the controversy of abortion today. On the one hand, many see the question of abortion in terms of the rights of women, who ought to have the freedom to determine matters related to their health and fertility; on the other hand, many see the question of abortion in terms of the rights of unborn children, whose lives need to be protected. This is a topic that has divided our country; camps have long been formed; and often there is little chance for people who disagree on this issue to find common ground on which they can speak to each other with respect. I would welcome the chance for us to look afresh at this issue."

IN COACHING THE VOLUNTEER, KEEP IN MIND:

- Tone of voice
- Enthusiasm
- Eye contact
- Give equal attention to both sides of the controversy

Often the tone of the presentation is crucial. Many can tend to adopt a heavy moralizing tone in trying to persuade the group. The tendency is understandable, since many issues do require prompt action and many consequences are grave; but often the urgent, desperate tone in which issues are presented only causes people to "tune out". Instead of generating support, the strategy immobilizes people, leaving them overwhelmed by the enormity of the problem.

Attempting to win people to a cause by appealing to painful emotions is rarely productive in the long-term:

1. when people take action based on accessible pain, they are often unable to make strategic decisions that can best serve their cause; and

2. the arousal of personal pain is usually of short duration, hardly the basis for sustaining a concerted public effort — often over a long period of time.

In coaching a volunteer, it may be necessary to model an alternative, contrasting tone to the one that was used.

EXAMPLE:

Participant:
We have to look at the AIDS issue today. AIDS is decimating the population. Every minute a person in the world is dying from AIDS. Unless we do something about governmental homophobia today and fight to increase funding by tenfold for better research, we will be guilty of allowing countless people to die...

Trainer:
[Modeling a more relaxed, confident tone] The AIDS issue is one that touches all of us: we are all interested in how to provide the best care to those who have AIDS; how to help those who are at risk; how to provide the most effective public health education; and how to use our money wisely in funding research. Often the best in people arises in response to a challenge. We would all benefit in weighing the wisdom of current government funding for AIDS research by listening to the thinking of everyone here today.

Once you have coached one volunteer in persuading the group to select his/her issue, continue to do the same with one or two other participants who have suggested topics for the group's consideration.

TIP:
Use whatever you do in coaching the volunteer as a teachable moment. Explain to the group the principles behind your suggested improvements (e.g., how to win the confidence of the whole group, how to articulate the concerns of both sides, how to reach for a tone that gains listeners.

SECOND: PRACTICE IN PAIRS

Now everyone will have a chance to practice in pairs the skills just demonstrated in front of the room. You might say, "Now each of you will have a chance to practice the skills we have just demonstrated. Pair-up with a new partner; select one of the issues listed on the flipchart, and try to persuade your partner to vote for that issue without your partner knowing your position on the issue. After a few minutes reverse roles."

When the pairs have completed these instructions, you might ask the group, "How many of you were successful in persuading your partner without them knowing your position?"

Voting On The Issue (15 Minutes)

Now it is time for the group to vote on the issue. Explain that it is important to assess which issues suggested by the participants are ones on which participants in fact disagree. Take a straw vote on each issue by first asking for a show of hands for those who agree with the position as recorded, and then for a show of hands for those who disagree.

EXAMPLE:

Trainer:
The first issue is 'Should all handguns be banned?' How many say yes? [Count the number of participants who raise their hands in agreement. Record the number next to the statement.] How many people say no, we should not ban all handgunds? [Again take the count and the record the number.] The next issue is...

Continue with an initial vote on each of the issues until all have been voted on. When participants are unanimous, either completely agreeing or disagreeing with the issue as listed, eliminate the issue from the list. The reason for polling the group is to ensure that you are working with an issue that is genuinely controversial; it makes no sense to learn conflict resolution skills, if there is no conflict within the group.

Option:
Depending on the size of the group, you may want to set a minimum number of dissenting votes in order to allow the issue to be retained for further consideration. For example, you may state that any issue, whether positive or negative, which receives less than three votes will be eliminated.

Begin the actual voting process by asking each participant to vote for two issues. Participants are now to vote on the issue they would like to see the group examine further. Poll the participants by counting hands and write the results next to the issues already listed on the flipchart. Eliminate from the list all the issues except for the two that received the most votes.

Option:
If time permits, you may invite a volunteer for each issue to offer a few final sentences to persuade the group to choose one issue over the other.

Take a final vote on the two remaining issues.

Poll participants; count hands; and record the results.

Now that the group has decided on the controversial issue, ask for two volunteers from the participants:

- one who would be willing to speak and holds a strong position on one side of the issue; and
- one who would be willing to speak and holds a strong position on the other side of the issue as it has been presented.

BREAK (15 Minutes)

Listening To Each Side Of The Controversy (20 Minutes)

Once you have obtained two volunteers [a spokesperson for each side] invite them both to the front of the room. Explain the process that you expect each of them to follow in discussing the issue. Assuming that the volunteers are Raj and Lynn, the process is as follows:

Step One:
After determining that Raj will be first, Raj explains the reasons for taking the position on the issue that he does.

Step Two:
Lynn then repeats back to Raj as precisely as possible what she heard Raj say.

Step Three:
Ask the whole group, "How did Lynn do in repeating back what Raj said?' Is there anything Lynn inserted in her feedback that Raj did not say?"

TIP:
Make sure that the volunteers genuinely feel strongly about the issue (that is, they are not just role playing) so that the discussion does not become an arid, technical exercise.

Step Four:

Next, Lynn asks Raj a question in order to gain new information regarding how Raj understands the issue (question should lead to a speak-out – a personal story that has led to the position).

Step Five:

Ask the whole group, "How did Lynn do with the kind of question she asked Raj? Was it an open-ended question that would enable Raj to feel well thought about?"

Step Six:

Raj answers Lynn's question.

REPEAT:

Finally, repeat the process with Lynn explaining her position, Raj repeating back what he heard, Raj asking Lynn a question to gain new information, and Lynn answering the question.

TIP FOR STEP THREE:

Keep the participants involved in the process by telling them at the beginning of the dialogue between the spokespersons that their job is to listen carefully to what each party says, to note what each party may omit, and to consider anything else that may happen in the exchange.

As a trainer, it is often useful to position yourself between the spokespersons in front of the room. You can then speak to the group and yet coach each spokesperson.

One of the key learning pieces of the dialogue is its pace. Too often disagreements among people develop because the communication has not been slowed down enough to clarify the incorrect inferences one may make about another person's point of view.

Involve the participants of the group after Step Two. It is worth noting that the precise words that each person selects to voice his/her opinion are of utmost importance. The tendency to paraphrase another's position too easily becomes an occasion to color, often inadvertently, the issue by substituting our words for the connotations and nuances conveyed by the words of another. Subtleties regarding volatile issues are important; remembering the exact words selected by another person to characterize the issue under discussion indicates most clearly that one has heard the concerns of the other.

TIP FOR STEP FOUR:

Often in Step Four, posing a helpful question to your partner is the most difficult part of the process. The purpose of the question is to gather more information concerning how the other person understands the issue. The tendency is to pose a question that will show that one's own understanding of the issue is superior and to embarrass the other party. Such questions are the tools of adversarial advocacy. Here we are training people to remember that the other party is an intelligent human being, who has come to his/her position by weighing available information in the light of personal experience. It is important to cultivate an attitude which recognizes those with whom we disagree as our best teachers. They often offer a perspective or new information that we have overlooked or which is not available in our own circle. We can be so lured by the temptation to win an argument that we may fail to learn from others who see the world differently than we do. In evaluating whether the information-seeking question is a good one, ask yourself, "Whose concern is being served by this question? Is it asked to discover genuine information about how the other person understands the issue or is it asked to make the other party appear ridiculous?"

Example of a Poor Question:

"So I'd like to know how you would respond to those who say that nuclear disarmament is an issue that serves the interests of the status quo, namely the White, the privileged, and the middle class?"

Example of a Better Question:

"So that I can better understand your position on nuclear disarmament, is there anything from your personal life that you could share that has led you to your position?"

After each party suggests a question to ask the other, you may want to stop and evaluate the question for the benefit of the participants. If the question is inappropriate, suggest one that will get more information in an open-ended fashion.

TIP:

Think of the question as an invitation for the speaker to tell his/her story; you are in reality seeking a speak-out from the speaker.

SKILLS FOR RESOLVING INTERPERSONAL INTERGROUP CONFLICTS (Continued)

Finding Common Ground (25 Minutes)

After the dialogue between the spokespersons is complete and they have returned to their places within the group, draw a chart on the newsprint as follows:

RAJ	LYNN

Note that on the position-taking level there is never agreement, but at the interest level there is room for discovering common ground.

On the flipchart write under the spokespersons' names the reasons they gave for taking the positions that they did. Enlist the assistance of participants in generating the list. Check with each spokesperson to ensure that the list is complete and accurate.

RAJ	LYNN
reason	reason
reason	reason
reason	reason
reason	reason

TIP:
In listing the reasons given by the spokespersons there is a tendency to list only the conflicting interests and to ignore the matters on which they explicitly agree with one another. Be sure also to record where both parties agree with each other.

The reasons are the interests of Raj and Lynn; they are the level at which one can begin to discover ways of bridging their concerns. At the position-taking level, which is the yes or no level, there can be no common ground; but one can find ways to meet each party's interests.

Option:
If time permits or the workshop is one in which a policy decision is desirable, ask the participants to meet in pairs and to consider what additional reasons each participant personally has either for or against the issue as articulated by the spokespersons. Reconvene the group and add to the list the additional interests of the participants. Write down only the reasons that have not yet been presented; avoid duplications.

Ask the participants to find a partner once again and to consider the following:

1. the common concern that both speakers share; and

2. a way to reframe the issue that takes the concerns of both sides into account and moves the discussion forward.

You might say to the group:

"To reframe an issue, think of a new question that can be asked that is not just another yes/no question, and one that takes both sides' concerns into account. One way to think about this is to imagine both persons walking together side-by-side and looking in the same direction in order to answer the question. There are two ways to do this that we know will work:"

- The **Umbrella Question** — Try reframing the issue by asking a question that tries to raise the discussion above the rhetoric and the active disagreement and yet keep the interest of both parties and guides their work together. An example of an umbrella question related to the controversy surround the issue of abortion:

"As a society that cares about women and children, how can we best address the issue of unwanted pregnancy?"

- **How Can We...While At The Same Time Question** — This question attempts to link the key concerns of both parties in one question and demonstrates how the issue can be bridged. An example of this type of reframing question related to the controversy of capital punishment would be:

"How can we protect the safety of citizens and at the same time offer a significant enough deterrent to crime?"

Call the group back together and ask, "What are the common concerns?" Spend a few minutes listening to the common interests which the group can identify. Then ask the group the second question, "Who can reframe the issue in such a way to take both sides into account and move forward?" Listen to the various solutions. The key learning piece is that the reframed question has to be balanced in such a way that both sides will hear their concerns in it. A reframed question will often include the key interests of both sides.

Personal Application (15 Minutes)

At the conclusion of the process, ask participants to break into groups of two or three and to brainstorm specific instances in work or in personal settings where the communication skill just taught can be applied. Give them 10 minutes in the small groups; then invite a number of participants to share examples with the larger group.

NCBI POLICIES

1. It is essential that individuals leading the NCBI Prejudice Reduction Workshop model also participate actively in a NCBI city-based chapter. Honing your skills through practice sessions in your local chapter insures that the model is conducted in a way that meets NCBI's standard of excellence.

2. Always obtain permission from your local chapter/affiliate leader before conducting a workshop in your community. If you are located where there is not yet a NCBI chapter, please obtain clearance from the national NCBI office.

3. You have our permission to lead an NCBI workshop but not to train others to lead the NCBI workshop.

4. If you lead NCBI work outside your own community or organization, please notify and gain clearance from the NCBI national office.

5. It is NCBI's policy that our models should not be mixed or matched with other models.

6. When you conduct workshops using NCBI's models and you receive monetary compensation, a 10% royalty payment that is calculated on your net profit from the workshops is due to the NCBI national office quarterly (March 31st, June 30th, September 30th, December 31st).

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